

Teaching Portfolio

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TEACHING PHILOSOPHY STATEMENT

As an economist, I view education as a market activity. To ensure efficiency in my pedagogical approach, I believe it is essential that I provide a worthwhile experience by showing students how to think about the world as an economist does. Through my passion for teaching, I strive to enhance the learning experience for every student I teach.

For the supply side of the education process, I believe teaching is similar to the production of any commodity or service. It requires inputs in the right proportion to maximize output. I believe exceptional teaching includes taking multiple approaches, innovating, planning effectively, and presenting proficiently. Through the use of video, interactive exercises, multiple lecture styles, music, and more, I have put the inputs of teaching to work for my students consistently.

For the demand side of the education process, I believe learning necessitates inclusiveness, connection, and understanding. Learning my students' names, having students work in groups, providing feedback, encouraging students to ask questions, and promoting discussion—these lead to inclusion. With the belief that this inclusiveness promotes learning, I connect to the real life experiences of my students to tell their own stories illustrating economic concepts. To improve understanding, I appeal to auditory, visual, written, and interactive learning preferences through the use of multiple methods and approaches.

I set benchmarks that require students to challenge themselves to their fullest potential. I believe goals such as readily using economic terminology, understanding the analytical approach economists take to scarcity, and improving critical thinking skills are attainable by all students. I trust that setting such high standards helps my students build skills that will serve them well for their lives beyond the classroom.

Through reflection, experience, study, and assessment, I believe growth and development are essential to the classroom. Using tools such as midterm evaluations, peer evaluation, books such as *Small Teaching*, and the *Teaching in Higher Ed* podcast, I have explored what works and where I could improve to increase the effectiveness of my teaching and the students' learning. Through my research, I have expanded my understanding of the discipline and pedagogy, which enhances the learning experience in the classroom. My teaching has progressed by driving deeper to the root of economic concepts.

With market forces at work, I consistently seek to provide my students with a larger worldview and analytical skills for success. Remaining ardent in my commitment to educate, I am an avid investor in the human capital that my students build. I believe that the input I commit today will produce a future output of accomplishment and fulfillment beyond the classroom for my students.

DESCRIPTION OF COURSES TAUGHT

University of Georgia

ECON 2105: Principle of Macroeconomics

<i>Role:</i>	Instructor
<i>Semesters Taught:</i>	Spring 2009
<i>Enrollment and Student Profile:</i>	40 undergraduates
<i>Format:</i>	Campus

Course Description: Students explore the macroeconomy in this course with the fundamental assumption of rational decision making. Macroeconomics emphasizes how society as a whole and various groups within society manage scarce resources. To better understand macroeconomic activity, students are introduced to economic terminology, theory, models, and application. Topics covered include: supply and demand, real and nominal values, trade, money, economic growth, inflation, international macroeconomics, aggregate demand, and aggregate supply.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. Students were given four quizzes, three exams, one writing assignment on Walmart, sample exercises, and homework problem sets for each textbook chapter completed. I used video clips, vignettes, a real auction, and music to illustrate concepts. Discussions of in-class sample exercises and current events were conducted intermittently throughout the semester. An online simulation was carried out to teach students about the efficiency of markets. I also led voluntary exam review sessions outside of regular class time.

ECON 2106: Principles of Microeconomics

<i>Role:</i>	Instructor
<i>Semesters Taught:</i>	Fall 2009; Spring 2010; Fall 2010
<i>Enrollment and Student Profile:</i>	40 undergraduates
<i>Format:</i>	Campus

Course Description: In this course, students consider the interactions of firms and households within markets when confronted with scarcity. Rational behavior is fundamentally assumed for firms and households decisions. To better understand microeconomic activity, students are introduced to economic terminology, theory, models, and application. Topics covered include: supply and demand, elasticity, efficiency of markets, trade, externalities, competition, monopolies, oligopolies, and factors of production

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. Students were given four quizzes, three exams, two current event papers, in-class group work exercises, and homework problem sets for each textbook chapter completed. I used video clips, vignettes, a real auction, and music to illustrate concepts. Discussions of in-class group exercises and current events were conducted intermittently throughout each semester.

International trade and pit market simulations were run to provide students with highly interactive experiences that emphasized course content. I also led voluntary exam review sessions outside of regular class time.

West Texas A&M University

ECON 2302: Principles of Microeconomics

Role: Instructor
Semesters Taught: Fall 2011; Spring 2012; Fall 2012; Fall 2013; Fall 2014; Fall 2015; Fall 2017; Fall 2018; Fall 2019; Fall 2020; Fall 2021; Fall 2022; Fall 2023
Enrollment and Student Profile: 30-70 undergraduates
Format: Campus

Course Description: In this course, students consider the interactions of firms and households within markets when confronted with scarcity. Rational behavior is fundamentally assumed for firms and households decisions. To better understand microeconomic activity, students are introduced to economic terminology, theory, models, and application. Topics covered include production possibilities, supply and demand, price floors and ceilings, elasticity, costs, efficiency of markets, competition, monopolies, oligopolies, factors of production, technology, and antitrust policy.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. During the most recent iteration of this course, students were given multiple short homework assignments using Pearson's Revel, three exams, in-class group participation exercises, and a service learning project that involves volunteering at a nearby nonprofit and comparing the experience to the for-profit sector covered in class. I used pedagogical tools such as PowerPoint slides with lecture notes, lecture capture recording of all lectures that were distributed to all students, video clips, vignettes, a real auction, a mock production process, and music to illustrate concepts. Discussions of in-class group participation exercises and current events were conducted intermittently throughout each semester. An international trade and pit market simulations were run to provide students with highly interactive experiences that emphasized course content. I also led voluntary exam review sessions outside of regular class time.

ECON 4301/5301: Industrial Organization

Role: Instructor
Semesters Taught: Spring 2013
Enrollment and Student Profile: 60 undergraduates and 10 graduates
Format: Campus and Online

Course Description: In this course, students evaluate industries using the structure, conduct, and performance paradigm of modern industrial organization. Emphasis is also placed on analyzing the regulation of markets and exploring specific U.S. industries. The course covers

topics such as market structure, market strategy, innovations, antitrust law and practices, mergers, and the role of government among others.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. All students were given multiple quizzes, four problem sets, two exams, and industry case study discussions to complete. Graduate students were given an additional paper assignment. I used pedagogical tools such as PowerPoint slides with lecture notes, video clips, vignettes, and music to illustrate concepts. All lectures were recorded using lecture capture technology and made available. Relevant current event discussions were conducted intermittently throughout the semester. I also led voluntary exam review sessions outside of regular class time.

ECON 4321/5321: Comparative Economic Systems

Role: Instructor
Semesters Taught: May 2014
Enrollment and Student Profile: 20 undergraduates and 5 graduates
Format: Study Abroad

Course Description: In this course, students tour Germany, Austria, and Switzerland while examining economic systems that presently exist or have existed in the recent past. Emphasis is placed on evaluating differences between the economic systems of the European Union, Switzerland, and the United States. The course covers topics such as economic systems in history, definition and classification of economic systems, changes in economic systems, economic systems and outcomes, structure of economic systems, capitalism, planned socialism, and market socialism.

Teaching Responsibilities: As instructor of this course and founder of this faculty-led study abroad program, I was responsible for all planning, teaching, and grading. Students completed participation exercises, city tour presentations, city journals, and a term paper. I used pedagogical tools such as think-pair-share, lectures, group discussions, and student led class sessions to illustrate concepts.

ECON 4341: International Economics

Role: Instructor
Semesters Taught: Summer 2012; Summer 2013; Summer 2014; Summer 2015; Summer 2016; Summer 2017; Spring 2023; Summer 2023
Enrollment and Student Profile: 40 undergraduates
Format: Campus and Online

Course Description: In this course, students explore modern globalization, the dynamic international economic environment, and recent historical origins of the worldwide economy. The class covers topics such as comparative advantage, tariffs, trade agreements, and multinational enterprises.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. In the most recent iteration, all students were given Aplia homework assignments, four exams, and an ethics in international economics paper to complete. I used pedagogical tools such as PowerPoint slides with lecture notes, lecture capture recorded videos, video clips, vignettes, and music to illustrate concepts.

ECON 4370: Economics of Health Care

Role: Instructor
Semesters Taught: Spring 2012; Spring 2013; Spring 2014; Spring 2015; Spring 2016; Spring 2017; Summer 2018; Spring 2019; Spring 2020; Spring 2021; Spring 2022, Spring 2023
Enrollment and Student Profile: 25-40 undergraduates
Format: Campus and Online

Course Description: This course introduces students to how economic forces impact the allocation and use of resources in health and health care. The class cover topics such as the significance of economics in health and health care, supply and demand of health care, market structures in health care, and the role of government.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. In the most recent iteration, all students had three exams and an ethics in health economics paper to complete. Campus student worked in small groups on participation exercises while online students were put in small groups to complete a role-playing discussion forum. I used pedagogical tools such as lecture videos with voice narration and screen writing (i.e. Khan Academy style videos), PowerPoint slides with lecture notes, video clips, class discussions, and current events to illustrate concepts. As an interactive hands on activity, campus students participate in a health insurance simulation to illustrate how health insurance markets work under various scenarios such as a free market or a market with guaranteed issue and an individual mandate.

ECON 6305: Seminar in Microeconomic Theory

Role: Instructor
Semesters Taught: Fall 2011; Fall 2012; Fall 2013; Summer 2014; Fall 2014; Summer 2015; Fall 2015; Fall 2016; Summer 2017; Fall 2017; Spring 2018; Summer 2018; Fall 2018; Spring 2019; Summer 2019; Fall 2019; Spring 2020; Summer 2020; Fall 2020; Spring 2021; Summer 2021; Fall 2021; Spring 2022; Summer 2022; Fall 2022; Fall 2023
Enrollment and Student Profile: 20-50 graduates
Format: Campus and Online

Course Description: This course provides an introduction to intermediate microeconomic theory. Topics include but are not limited to the theory of the firm, theory of the consumer, supply and demand, market structure, and game theory.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. In the most recent iteration, all students completed MyEconLab homework assignments and four exams. Campus students worked in small groups on participation exercises while online students were put in small groups to complete a role-playing discussion forum. I used pedagogical tools such as lecture videos with voice narration and screen writing (i.e. Khan Academy style videos), PowerPoint slides with lecture notes, video clips, class discussions, and current events to illustrate concepts.

ECON 6341: Seminar in International Economics and Development

Role: Instructor
Semesters Taught: Summer 2015; Summer 2016; Winter 2016; Summer 2023
Enrollment and Student Profile: 30 undergraduates and 10 graduates
Format: Online

Course Description: In this course, students explore modern globalization, the dynamic international economic environment, recent historical origins of the worldwide economy, and aspects of development. The class covers topics such as comparative advantage, tariffs, trade agreements, multinational enterprises, and the stages of development.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. In the most recent iteration, all students were given Aplia homework assignments, four exams, and two paper assignments on economic development to complete. I used pedagogical tools such as PowerPoint slides with lecture notes, lecture capture recorded videos, video clips, vignettes, and music to illustrate concepts.

ECON 6370: Economics of Health and Medical Care

Role: Instructor
Semesters Taught: Summer 2012; Spring 2014; Spring 2015; Spring 2016; Spring 2017; Spring 2018; Summer 2019; Winter 2020; Summer 2020; Winter 2021; Summer 2021; Spring 2022; Summer 2022; Spring 2023
Enrollment and Student Profile: 30 undergraduates and 10 graduates
Format: Online

Course Description: In this course, students are introduced to how economic forces impact the allocation and use of resources in the market for health and medical care. The class covers topics such as supply and demand of health care, the role of insurance, the role of government, health care reform, and market structures in health care.

Teaching Responsibilities: As instructor of this course, I was responsible for all planning, teaching, and grading. In the most recent iteration, all students had four exams, a small group role-playing discussion forum, and a reform in the U.S. health care system paper to complete. I used pedagogical tools such as lecture videos with voice narration and screen writing (i.e. Khan

Academy style videos), PowerPoint slides with lecture notes, video clips, class discussions, and current events to illustrate concepts.

SAMPLE TEACHING MATERIALS

The assignment described below requires students to write a paper that significantly involves ethical considerations in the economics of health care. The goal is for students to learn that ethical decision making is challenging and important in the economics of health care.

Economics of Health Care Paper Instructions

1. For this paper, students will choose a topic to write **3,500-4,000 words** about that has substantive ethical considerations in the economics of health care. The following is a list of some example topics:
 - a. Name brand prescription drug pricing in developing (i.e. relatively poor) countries
 - b. Name brand prescription drug pricing in the U.S.
 - c. Federal law prohibiting Medicare from negotiating prescription drug prices
 - d. Altruistic organ donation instead of a market for organ donation in the U.S.
 - e. Reinstating the individual mandate to require all U.S. residents to purchase health insurance
 - f. Optional expansion of Medicaid by states as part of the Affordable Care Act
 - g. Expansion of scope of practice for nurse practitioners in the U.S.
 - h. Cornering the market on generic drugs in the U.S. (e.g. the Martin Shkreli case with Daraprim)
 - i. Mandatory vaccination laws (e.g. California vaccination law)
 - j. The Emergency Medical Treatment and Labor Act (EMTALA)
 - k. Price discrimination in U.S. hospitals to finance uncompensated and/or underfunded care (i.e. treatment of the uninsured, Medicaid patients, etc.)
 - l. Lack of price transparency in U.S. hospitals
 - m. Lack of interoperability of electronic medical records in the U.S.

This list is not exhaustive and students may choose a different topic not on this list. Any student unsure about a topic choice should contact me to discuss it. Please be careful to choose a topic that is not too narrow (i.e. difficult to write 3,500-4,000 words about it) or too broad (i.e. difficult to adequately cover the topic in 3,500-4,000 words).

2. The paper should be structured as follows:
 - a. A first section that introduces and provides background information on the specific topic.
 - b. A second section where each student evaluates strengths and weaknesses of arguments concerning the topic. In other words, what arguments have others made, what do they do well, and why is it right? What arguments have others made, what do they not do well, and why is it wrong?

- c. A third section should elaborate on the ethical dilemma encountered in the topic. That is, what is the “right” thing to do and why?
 - d. A brief conclusion that summarizes the paper.
 3. Papers should conform to and follow APA 6th Edition style and formatting guidelines. The only guideline a student can skip is the inclusion of an abstract. To be clear, the paper does not need to have an abstract. Please follow all of the other guidelines. See <http://owl.english.purdue.edu/owl/resource/560/01/> for information on APA style and formatting guidelines. The font must be Times New Roman size 12. **The expected length of the body of the paper is 3,500-4,000 words.** This is more than enough room for students who are concise and choose a topic that is not too wide or too narrow.
 4. Students should not simply give their opinion. Research should be carefully conducted to back up statements in all sections of their paper with resources that are cited and referenced using APA 7th edition style.
 - a. Papers should have at least ten outside references (i.e. references that are not in the course textbook or course notes), which should be formatted according to APA 7th edition style.
 - i. At least five of the references must be concerning strengths and weaknesses in the second section of the paper.
 - ii. At least five references must be concerning the ethical dilemma in the third section of the paper.
 - iii. To be clear, each student’s paper must have at least ten separate sources and each of the ten separate sources must be cited in the body of the paper and referenced in a list at the end of the paper. The course textbook and course notes do not count toward the ten sources. It is not enough to put ten sources into a reference list at the end of the paper and never cite the sources within the body of the paper. The ten sources need to be actively included in the body of the paper.
 - iv. Students are expected to cite and reference everything. Outside of commonly accepted knowledge, everything in a student’s paper must be cited and referenced.
 5. To help with writing quality, the following are recommended resources that students are encouraged to read and apply when writing their paper:

William Zinsser, *On Writing Well: The Classic Guide to Writing Nonfiction*, Harper Perennial, 2006.

William Strunk Jr. and E.B. White, *The Elements of Style*, 4th Edition, Pearson, 2019.

Students should not use quotes unless absolutely necessary. It is generally better for students to provide information in their own words and cite the source.

Finally, students should be sure to proofread their paper, and if possible, have someone else proofread it, as it is often difficult to catch some mistakes after having spent a significant amount of time working on a paper. **Students are highly encouraged to contact the WTAMU Writing Center, <http://www.wtamu.edu/academics/writing-center.aspx>, for help with writing their papers.**

6. Each student will be scored according to the rubric on the next page of these instructions.

Grading Rubric

TRAIT	POOR	ACCEPTABLE	EXCELLENT
Content	Topic is poorly developed. Supporting details are absent or vague. Trite ideas and/or unclear wording reflect lack of understanding of topic and audience. (0-20)	Topic is evident with some supporting details; generally meets requirements of assignment. (21-26)	Topic is well developed, effectively supported and appropriate for the assignment. Effective thinking is clearly and creatively expressed. (27-30)
Organization	Writing is rambling and unfocused, with main theme and supporting details presented in a disorganized, unrelated way. (0-20)	Writing demonstrates some grasp of organization, with a discernible theme and supporting details. (21-26)	Writing is clearly organized around a central theme. Each paragraph is clear and relates to the others in a well-planned framework. (27-30)
Language	Writing lacks sentence variety. Significant deficiencies in wording, spelling, grammar, punctuation, or presentation. Sources, if consulted, poorly cited. (0-20)	Some sentence variety; adequate usage of wording, grammar, and punctuation. Some cited sources used. (21-26)	Wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation. Multiple sources cited correctly. Effective integration of information. (27-30)
Style	Does not follow directions for formatting, length, and other design guidelines for the assignment. (0-6)	Follows most directions for formatting, length, and other design guidelines for the assignment. (7-8)	Strictly adheres to and follows directions for formatting, length, and other design guidelines for the assignment. (9-10)

SAMPLE STUDENT WORK

The following is a submission for the Economics of Health Care Paper Assignment. It is written by an undergraduate student. A description of the assignment can be found in the Sample Teaching Materials portion of this portfolio.

The Ethical Implications of Mandatory Vaccination Laws

April 22, 2020

Viral diseases, such as Smallpox, Influenza, Measles, etc., have been commonplace throughout humanity's history. Recently, though, humanity has been able to severely reduce, or even eradicate, some of the killer infections through the use of vaccinations. There has been a growing movement, however, of people, Anti-Vaxxers, who believe that vaccines are not as safe and effective as they are believed to be. Because of their beliefs, Anti-Vaxxers believe that it is their right to refuse vaccinations for themselves and for their children. Conversely, those who believe in the effectiveness of vaccinations, believe the health and safety of the population supersedes the rights of Anti-Vaxxers to choose to vaccinate or not through the use of mandatory vaccination laws. Does the health of the many supersede the rights of the few? In order to understand this argument, both arguments presented must be analyzed, followed by a discussion of the ethical dilemma surrounding mandatory vaccination laws. Before this analysis, however, must come a brief history of how both camps developed.

During the Revolutionary War, George Washington's Continental Army was plagued by Smallpox while they were camped for the winter at Valley Forge. This viral infection was killing Washington's army, until his field doctors began to inoculate the healthy soldiers against this disease. The inoculation was done by opening small wounds in the arms of healthy soldiers and inserting the pus that came from the sores of infected soldiers. This early form of vaccine allowed Washington's army to continue fighting after the winter at Valley Forge. Without this vaccination, however, there is a likely possibility that the Revolutionary War could have been lost (Thacker, n.d.).

As time progressed from these early vaccinations, scientists developed them into more sophisticated forms of medicine. For example, in the mid-20th century, the DTP vaccine was developed, followed by the historical development of the Polio vaccine, which helped almost eradicate the disease in the United States (Offit, 2019). As the century continued, vaccines for Measles, Mumps, Rubella, Hepatitis, and Influenza were developed, with the Smallpox vaccine being removed from the list due to its eradication (Offit, 2019). These vaccines revolutionized public health not only in the United States, but around the world, as these vaccines were administered worldwide. For example, according to the World Health Organization, in 2018 129 countries had reached 90% coverage of the DTP3 vaccine.

It is likely that most people in the world will become infected with a virus at least once in their lives. The question is, is it possible to mitigate, or even avoid the infection, with a vaccine? At least, that used to be the question; now, however, there are calls by some to reevaluate the safety and effectiveness of vaccinations, as well as their political implications. Antivax movements have existed almost as long as vaccinations themselves, with mandatory vaccination laws being only slightly younger than the two (History of Vaccines, 2018). When the Smallpox vaccine was introduced in the early 1800's, it was vehemently opposed for many reasons, which varied from the religious, to distrust in the medical community of the time.

Towards the end of the 19th Century, anti-vaccination associations had already been formed, such as the Anti Vaccination Society of America, in 1879 (History of Vaccines, 2018). These associations were formed to protect a person's right to bodily autonomy from the state and were involved in many court battles. As time continued into the early 20th century, Smallpox outbreaks were happening across the United States. In 1902, after a Smallpox outbreak, Cambridge, Massachusetts, made it mandatory for all residents to receive the Smallpox

vaccination. One man, Henning Jacobson, opposed this mandate, and took his case all the way to the Supreme Court, where the court ruled in favor of the state (History of Vaccines, 2018). This was the first case involving public health to make it to the Supreme Court.

Throughout the 20th Century, and into the 21st, controversies and confusions continued to surround the safety and effectiveness of vaccines, while others simply did not wish to allow the government to have a say in their health decisions. Many physicians and studies have been thrown into the fray as well, which has added to the public confusion and skepticism, despite some studies being “debunked”. This has developed into the current positions of both camps, where one camp argues that the health and safety of the majority take supremacy to all else, while the other camp argues for the rights and decision-making autonomy of the individual. However, what are the strengths and weaknesses of these arguments?

Vaccines are highly effective forms of medicine that are designed to provide those vaccinated with antibodies against the infection, so that they are almost entirely immune to the disease or can at least fight off the disease. However, the argument for vaccinations is not based entirely around their effectiveness or their scientific merit. Rather, the argument for vaccinations is a political one that delves into whether the rights of the many are being infringed by the choices of the few, with the effectiveness of the vaccines being used as supporting evidence.

How are the rights of the many infringed, though? First, it must be understood what rights are presumably being violated. As stated in the first Supreme Court case of public health, *Jacobson vs. Massachusetts*, the Supreme Court ruled in favor of the state, with the opinion that: “liberty itself, the greatest of all rights, is not unrestricted license to act according to one's own will. It is only freedom from restraint under conditions essential to the equal enjoyment of the same right by others. It is then liberty regulated by law” (Justia, n.d.). This opinion, which has been upheld as a staple of public health law, means that the rights of the individual are intact, insofar as they do not infringe on the rights of others. This includes instances of public health where the health and safety of others takes precedence over the liberty granted to individuals. Therefore, those who advocate for mandated vaccines do so with this Supreme Court opinion alongside their arsenal of science.

Thus, with the rights in question established, how are these rights to public health within life, liberty and property violated by those who choose not to vaccinate? This violation is mainly done by the loss of herd immunity, which is a state where those who cannot be vaccinated due to their health conditions are protected by the “herd” of people who are vaccinated, thus providing protection against viral diseases. However, when a sufficient amount of people decides against vaccination, then this herd immunity is negatively impacted in a severe way. It can lead to resurgences in diseases that were once thought to be almost eradicated, such as recent measles outbreaks throughout the nation. While these resurgences may not greatly impact the health and wellbeing of those who decided not to vaccinate, it can severely hurt, or even kill, those who depend on herd immunity, such as the elderly, immunocompromised, and those with pre-existing conditions.

Therefore, if the rights of the many are being infringed by the loss of herd immunity, then mandatory vaccination laws should come into place to eliminate this breach of rights. In fact, there are already many vaccine mandates across the nation. For example, to attend public

schools, children must have a certain schedule of vaccinations met. This schedule includes, DTP, IPV, MMR, and the flu vaccines (CDC, n.d.). There are some exemptions granted to students who medically cannot receive these vaccinations, as well as some religious exemptions as well, with 48 states allowing religious exemptions (History of Vaccines, 2018).

Along with the health and political rights being argued, there is now a strong economic case for mandatory vaccinations. As the world has come to grips with the devastating impacts of the COVID-19 crisis, there is little doubt as to the terrible human and economic toll that it is carrying out. As the economies of countries around the world have shut down, there is now the question as to whether or not this could happen with other infectious diseases as well. If one virus has the ability to shut down the world economy for months, potentially until a vaccine is developed, then what damage could be done should other diseases outbreak due to the loss of herd immunity? Society has already seen the impacts of small quarantines, such as the hundreds of students and staff quarantined from two Los Angeles universities in April of 2019, due to a measles outbreak (Brice-Saddler, 2019). Therefore, not only are there health and political consequences to avoiding mandatory vaccinations, there are possible large economic consequences as well.

While these arguments for mandatory vaccinations may seem airtight, there are still issues that must be taken into account when considering this argument, especially within the political realm. The argument for mandatory vaccines circles around the collective rights of those who wish to maintain their health, however, how dangerous could the cost be to individual rights when it is a case of individual rights against the state? If the state gains the ability to consistently supersede individual freedoms in the name of the “common good”, there could arrive a possibility where the “common good” does not lie within the best interests of the citizenry.

For example, during World War 2, the government believed it to be within the best interest of the country to place thousands of Japanese Americans into concentration camps. The government’s justification for this was that it was done in the interest of national security, so as to protect the homeland. These actions were taken to the Supreme Court, where the Court ruled in favor of the government (U.S. History, n.d.). There are other examples in history where governments have cited national security as justification for breaches in civil rights. This raises the grave concern as to whether the rights to bodily autonomy should be given up so easily to the state, and what actions could be taken once those rights are gone.

Furthermore, once those rights are taken away, they may be extremely hard to gain back. For example, after the 9/11 terrorist attacks, many privacy freedoms were taken away due to the interest of national security. Some of these privacy freedoms that were lost included the government being able to monitor phone calls and emails of Americans without obtaining a warrant first through the Terrorist Surveillance Program. It was not until 2006 when the ACLU sued the government’s use of this program. The court ruled in favor of the ACLU, however, in 2007, the United States Court of Appeals for the Sixth Circuit overturned the original ruling, which, legally, allowed the government to continue this program (Boyd, 2019).

This fear of the loss of rights is one of the critical arguments for those who wish to maintain their right to choose whether or not to get vaccinated. Alternatively, if the rights of the individual supersede the rights of the majority, many questions would be raised over how to protect the majority in extraordinary cases. For example, with the current COVID-19 crisis there are already vaccines under development, however, if individuals have the right to choose, and many choose not to receive the vaccine, how will communities and governments respond to the high potential of further outbreaks?

Along with the political argument, the Anti-Vax movement also questions the health benefits and effectiveness of vaccines. Some of these health concerns, though, are not based on accepted medical science, with some of the current beliefs having been “debunked” long ago. Despite this being a vociferous point for Anti-Vaxxers, it is an exceptionally weak argument when placed under scientific scrutiny.

For example, some of these health concerns include the belief that too many vaccines at once cause Autism, or that there is an unhealthy amount of mercury found in the vaccines. Other arguments used by the Anti-Vax movement are that diseases had already begun to diminish due to increased hygiene standards and better sanitation, or that the use of too many vaccines at once will overload a child’s immune system. However, according to the World Health Organization, all of these arguments are demonstrably false, or greatly misleading. Furthermore, the World Health Organization, CDC, and other health organizations have many sources of information to help inform the population on the safety and effectiveness of vaccines.

Scientifically, it is clear that Anti-Vaxxers are wrong in almost all of their beliefs concerning the effectiveness and safety of vaccinations. There is ample evidence provided by many health organizations worldwide concerning the safety, and effectiveness of vaccinations. Politically, both Pro and Anti-Vaxxers have strengths and weaknesses in their arguments concerning the rights of the many and the rights of the individual. Furthermore, neither argument is a definitive political winner, therefore leading to the ethical discussion of which argument should take precedence over the other.

Discussing the ethics of an issue is a discussion to understand not what needs to happen, rather, to understand what should happen. This is due to the absence of a clear and definitive answer to the issue at hand. In the case of mandatory vaccinations, the ethical discussion revolves around two central themes, one for Pro-Vaxxers, and the other for Anti-Vaxxers. For Pro-Vaxxers, the question is whether society should prioritize protecting public health, especially the health of those who are vulnerable, through mandatory vaccination laws. On the other hand, for Anti-Vaxxers the question is why individuals should have to give up their individual rights and risk the government having more control over personal freedoms, and how do those personal freedoms, religious or otherwise, inform their decisions.

For those who do believe in mandatory vaccination laws, the ethics of that choice are clear. It is a choice of protecting those who cannot protect themselves through herd immunity. Regardless of individual rights and freedoms, those who believe in mandatory vaccinations believe that the health and safety of the general public must come above all else. This is because disease does not discriminate against those with individual rights, nor does it skip those with

religious affiliations. Disease does, however, attack with great ferocity those who do not have adequate defenses against it, such as the elderly, children and the immunocompromised.

Furthermore, although vaccines have greatly reduced the amount of infections with certain diseases, as well as disease eradication, many diseases can still be contracted if the individual has not been vaccinated. For example, according to the National Foundation for Infectious Diseases, the number reason it argues for vaccinations is due to the prevalence of vaccine preventable diseases. That is why failures to vaccinate have caused limited, but serious, outbreaks of diseases that can be easily prevented through vaccinations. This leads to the question of why should society allow one person not vaccinate, if it can cause serious harm and possibly death to many others?

This may also seem like an airtight argument for Pro-Vaxxers, however, there are still holes in this as well. For example, while a vaccine may be able to prevent a serious disease, how was that vaccine developed in the first place? What research and development went into its creation, and was that process itself ethically correct? This is a classic question of if the ends justify the means.

For some people, as long as the vaccine does its job, that is all that matters. For others, however, it's not so simple. There are many different reasons why the means may not be justified. Mostly, concerns against the research and development come from religious concerns. Along with these concerns, there is also a general mistrust or suspicion of the vaccine, or the organization that administers it from some minority groups with a history of disenfranchisement (History of Vaccines, 2018).

Religiously, there are many different reasons against the use of vaccines, due to the prevalence of many different religions. Within the United States, the main religions are Judeo-Christian, with the focus mainly on Catholics, Jews, and Protestants. However, Catholics and Protestants are generally the religions with varying degrees of ethical concerns against vaccinations. Amongst Catholicism, the Moral Reflection on Vaccines published by the Pontifical Academy for Life informs that, when the option is available, Catholics should not receive vaccines from cell lines that are derived from aborted fetuses. However, if there is no other alternative, and the choice is between not taking the vaccine and risking an outbreak that could harm others, the Church provides consent to the use of these vaccines.

Amongst Protestants, the ethical concerns vary amongst different denominations. Some Protestants who refuse vaccinations do so on the grounds that vaccinations interfere with God's work, while others who do vaccinate regard the side effects of vaccines as acts of God warning against further use (Pelčić et al., 2016). There are Protestants, though, who accept vaccinations without any concerns against them. Notably, there are no central teachings in Protestant theologies concerning vaccinations, which leaves it open to individuals and their personal concerns (Pelčić et al., 2016). Through this, if individuals choose not to vaccinate, there are many arguments that that should be accepted due to the first amendment of freedom of religion. Furthermore, superseding this right could lead to significant and unforeseen political ramifications in the future.

Moving away from the religious, there are also those groups who have historically been disenfranchised. These groups have generally had mistrust and suspicions against the public organizations and institutions that provide public health services. For example, within the United States there is a history of African Americans having great mistrust due to the denial of appropriate treatment opportunities, along with the use of unsolicited medical studies against them, such as the Tuskegee Syphilis Study (History of Vaccines, 2018).

To counteract the mistrust and suspicions, which are not just present in the United States but worldwide, national and international organizations are pushing vaccine and public health initiatives to inform and assist disenfranchised populations. For example, the World Health Organization started its Global Vaccine Safety Initiative in 2011. This initiative pushes for countries to have proven and effective vaccine safety standards, along with effective communication to the population so that the safety of the vaccines is widely understood.

After having analyzed the strengths and weaknesses of each argument, as well as discussing the ethical dilemmas present, it is clear that mandatory vaccination laws should be implemented on a national scale in the interest of public health and safety. Politically, the rights, safety, and wellbeing of the majority should take precedence over the individual liberties of the individual. Such was opined by the Supreme Court in the *Jacobson vs. Massachusetts* case of 1905 arguing that liberty through the law is limited and cannot infringe on the liberty of others (Justia, n.d.). Despite this, those wary of the government still believe that allowing mandated vaccines gives the government too much control over individuals. However, through the political framework and institutions currently in place, the people have the power to make sure that the rights of their rights are not abused.

Furthermore, on a scientific basis, the safety, effectiveness, and need of vaccines has been proven time and again throughout history. Examples such as the eradication of Smallpox, the near elimination of Polio, and the amazing reduction of preventable diseases, such as Measles, Mumps, Rubella, Hepatitis, and Influenza, are all only possible with the use of widespread vaccinations. However, as long as there have been vaccines there have also been people opposed to them. Often, this opposition has led to misinformation campaigns that have cast confusion and doubt over one of the greatest public medicine breakthroughs of history. This has led to public health outreach initiatives that are informing the public on the safety and effectiveness of vaccines, while also debunking the misinformation surrounding their use.

Economically, the use of vaccines helps to maintain productive equilibrium within the world economy. As we are seeing with the COVID-19 crisis, some diseases prove to be too much for current political and economic institutions to handle normally, thus causing the shutdown of many countries. While one disease lays low entire economies, the threat of other disease outbreaks becomes much starker. Should other infectious disease outbreaks happen, however isolated, they have the potential to greatly harm, or even stop, the economies of local populations; or, if left unchecked, the economies of regions, or states. Thus, the economic case for vaccines is clear.

Ethically, the notion of allowing many to suffer, and possibly die, so as to satisfy an individual's personal beliefs, however important those beliefs may be to the person, does not

seem right. Furthermore, despite some religions having a clear theological teaching against certain vaccines, such as Catholicism, the same religion may have exceptions for the case of public health and safety. Alternatively, there are denominations with decentralized theological teachings against vaccinations that do not have any exceptions. Although this would favor the personal belief of the individual to not vaccinate, it is important to understand that superseding this religious belief would intrude on the first amendment rights of that person, which could lead to dangerous political consequences in the future.

However, by having effective information and education initiatives, it is possible to reduce the number of religious exemptions. Along these lines, it is also imperative to inform and educate the population over vaccine safety and effectiveness so that disenfranchised communities can trust health officials and improve the public health of these communities. By understanding the political, economic, scientific, and ethical issues surrounding vaccines, informed decisions can be made as to whether or not vaccines should be mandated.

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INNOVATIVE TEACHING PROJECT

INTERNATIONAL TRADE GAME

The purpose of this project is to teach students about international trade by conducting an interactive simulation. The game is configured to demonstrate that trade is not always equal, fair, or free. Details of the materials involved and instructions as given in class follow below.

Game Leader Materials

- 10 sheets printer paper per game
- Slips of paper with country names written on one side for randomly assigning countries to groups
- 1 poster displaying specification and value of shapes
- One slip of paper for each student in the class with the student's name written on one side for randomly assigning a student as commodity trader
- Paper, pencil, and ruler for the commodity trader

Envelopes of Materials for the start of the game

Rich countries: 2 (U.S. and Australia)

2 pairs of scissors
2 rulers
1 compass
1 set square (the exact size of the large triangular shape)
1 protractor (the exact size of the semi-circular shape)
2 pencils
3 sheets of printer paper
6 × \$100 fake
1 poster displaying specification and value of shapes
1 scoring rubric

Middle-income countries: 2 (Brazil, Romania)

2 pencils
1 ruler
11 sheets of printer paper
3 × \$100
1 poster displaying specification and value of shapes
1 scoring rubric

Low-income countries: 2 (Zimbabwe, Mongolia)

2 pencils
5 sheets of printer paper
2 × \$100 fake
1 poster displaying specification and value of shapes

1 scoring rubric

INSTRUCTIONS

As students come into the room, do the following.

- Tell the students to leave all bags and any equipment (e.g. paper or pens) at the front and have them sit down in assigned groups
- Have one random student select the class' commodity trader by drawing a slip of paper from the stack containing all students' names individually
- Have a representative from each group draw a slip of paper with a country name on it to determine which country the group will be during the game.
- Distribute the country envelopes to the corresponding group.
- Give the following instructions about the game:

Each of the groups is a team and represents a country. The objective for each country is to make as much money for itself as possible by using the materials in the envelope. No other materials can be used. Use the materials to manufacture paper shapes. You can choose to make any of the shapes shown on the diagrams in your envelopes. You may only look at the diagrams. They may not be used in the manufacturing process.

All shapes must be cut with clean sharp edges using scissors and must be of the exact size specified on the diagrams. The shapes can then be sold to the trader in batches, who will check them for accuracy and exchange them for cash. Inaccurate shapes will be rejected. You can manufacture as many shapes as you like - the more you make, the richer you will become. You must not cut up your envelope!

Every member of each team will receive seven in-class points for participating. The trader will receive ten points for participating. Additional points may be earned according to the rubric in your country's envelope.

You can move around the room. If you hear me say stop, you must immediately stop what you are doing and pay attention. If there is any dispute, I will settle it. My word is final! No physical force is to be used in the game.

Give no further instructions. The students need to work out what they should do.

Announce the start of manufacturing and tell the students how long they have to play the game.

SCORING RUBRIC

Scoring Rubric-USA and Australia

Each member of your team will earn 1 additional point for every \$6000 your team has at the end of the game.

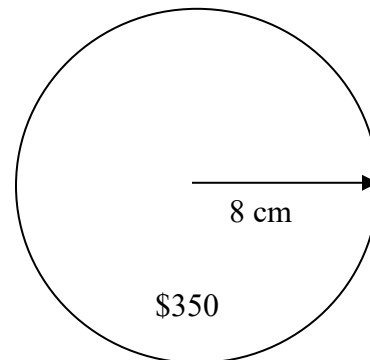
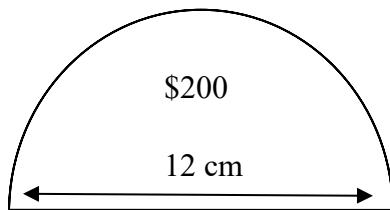
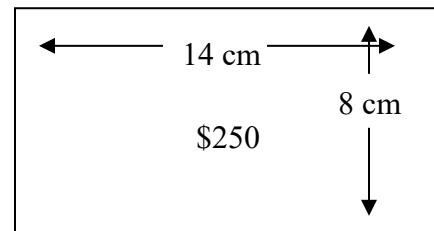
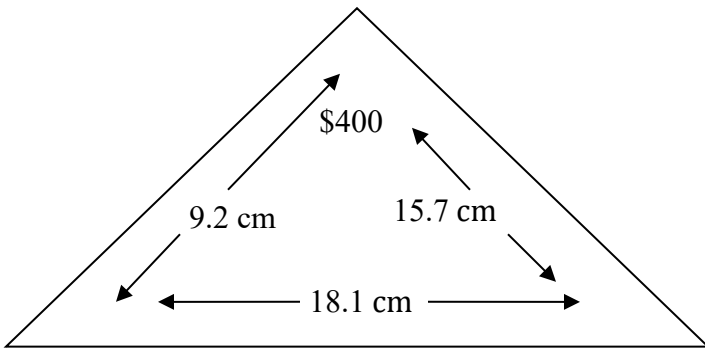
Scoring Rubric-Brazil and Romania

Each member of your team will earn 1 additional point for every \$4500 your team has at the end of the game.

Scoring Rubric-Mongolia and Zimbabwe

Each member of your team will earn 1 additional point for every \$3000 your team has at the end of the game.

SHAPE SPECIFICATIONS AND VALUE



ACTIVITIES RELATED TO TEACHING

Certificates and Credentials

In the spring of 2022, I completed a microcredential course on Inclusive Teaching for Equitable Learning through the Association of College and University Educators. Module coursework covered managing the impact of biases, reducing microaggressions in learning environments, addressing imposter phenomenon and stereotype threat, creating inclusive learning environments, and designing equity-centered courses.

During 2010, I completed a teaching certificate through the University of Georgia Graduate School. The certificate program involved submitting a teaching portfolio for review by Graduate School personnel.

Tutoring

From 2006-2011, I tutored several undergraduate students at the University of Georgia. Courses for which I tutored students include microeconomic principles, macroeconomic principles, intermediate microeconomic theory, and intermediate macroeconomic theory.

Coursework on Teaching Undergraduate Economics

In the summer of 2008, I took a course on teaching undergraduate level economics. The class involved reading and reviewing several chapters from *Teaching Undergraduate Economics: A Handbook for Instructors*, giving and critiquing mock lectures, designing syllabi, and discussing pedagogy. We also read *Economics is Everywhere* and used the book to aid in the development of our own vignettes to illustrate economic concepts. Potential video clips, music, and other media were also explored for use in classroom instruction.

Teaching Consultation with the Center for Teaching and Learning

While teaching a class in the spring of 2010, I participated in a teaching consultation with the Center for Teaching and Learning at the University of Georgia. The consultation involved a pre-conference, observation, videotaping of a lecture, and a post-conference with the Coordinator of Faculty and TA Development. The process led to changes in my instructional methods such as assigning in-class group work, designing warm-up activities, and using a simple midterm evaluation. These changes, in addition to critiquing my videotaped lecture, significantly improved my teaching.

Teaching Workshops and Conferences

I have attended and/or participated in the following teaching workshops and conferences:

American Society of Health Economists Teaching Health Economics Workshop, June 2018

International Health Economics Association World Congress Teaching Health Economics Session, July 2017

11th Annual Economics Teaching Conference, Dallas, Texas, October 2015

11th Annual Advancing Teaching and Learning Conference, Lubbock, Texas, February 2015

10th Annual Advancing Teaching and Learning Conference, Lubbock, Texas, April 2014

9th Annual Advancing Teaching and Learning Conference, Lubbock, Texas, April 2013

University of North Carolina Wilmington Annual Economics Teaching Workshop, Wilmington, North Carolina, October 2010

Each conference and workshop has featured helpful sessions on topics such as teaching economics with stories, teaching with Gapminder, dynamic pedagogy for conceptual thinking, designing an effective learning assessment process, and employing role-playing discussion forums among others. The various speakers have offered a plethora of ideas on how to improve instruction and student outcomes within and beyond the classroom. I have employed some ideas such as role-playing discussion forums in my own teaching.

Pedagogy Publications

I have written one peer-reviewed research paper and one peer-reviewed book chapter on pedagogical topics:

Meredith, N.R. (2021). Strategic Pedagogy: Pursuing Best Practices for Teaching Asynchronous Online Health Economics Courses. *International Handbook on Teaching Health Economics: Best Practices*, edited by Maia Platt and Allen C. Goodman.

Terry, N., Meredith, N., Williams, K., and Rosa, D. (2014). The Impact of Lecture Capture on Student Performance in Economics Courses. *Journal of Academy of Business and Economics*, 14(3), 83-92.

EVALUATION OF TEACHING

Summary

The remaining pages of this portfolio are copies of my student evaluations for the most recent full academic year, 2021-2022. The evaluations are rated on a 1 to 4 scale, where the higher the score, the better the evaluation.

Each course evaluation includes three questions for rating the course (i.e. Course Questions) and six questions for rating the instructor (i.e. Instructor Questions). The weighted average among students completing an evaluation for the academic year yields a score of 3.48 out of 4 for the course and 3.52 out of 4 for the instructor. The evaluations also include a section for open comments that may relate to areas such as the course's content, subject matter, or relevance. Comments I received were substantively favorable overall.



West Texas A&M University



Name: Neil Meredith

Evaluation Session: Fall 2021

Comprehensive Report for PRIN/MICROECONOMICS (2021FA*ECON*2302*02) - Meredith, Neil - Fall 2021

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (28 Responses)	13 / 46.43%	11 / 39.29%	4 / 14.29%	0 / 0.00%	0 / 0.00%	0 / 0.00%	1.68	0.72
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (29 Responses)	11 / 37.93%	13 / 44.83%	5 / 17.24%	0 / 0.00%	0 / 0.00%	1.79	0.73	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (29 Responses)	8 / 27.59%	19 / 65.52%	2 / 6.90%	0 / 0.00%	0 / 0.00%	3.21	0.56
2. Course content was consistent with course objectives. (29 Responses)	12 / 41.38%	17 / 58.62%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.41	0.50
3. I would recommend this course to a friend. (29 Responses)	6 / 20.69%	18 / 62.07%	3 / 10.34%	2 / 6.90%	0 / 0.00%	2.97	0.78

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (29 Responses)	13 / 44.83%	15 / 51.72%	1 / 3.45%	0 / 0.00%	0 / 0.00%	3.41	0.57
2. My instructor encouraged critical thinking and/or appreciation for the subject. (29 Responses)	16 / 55.17%	11 / 37.93%	2 / 6.90%	0 / 0.00%	0 / 0.00%	3.48	0.63
3. My instructor used teaching methods that enhanced my learning. (29 Responses)	9 / 31.03%	12 / 41.38%	7 / 24.14%	1 / 3.45%	0 / 0.00%	3.00	0.85
4. My instructor explained the course's content clearly. (29 Responses)	10 / 34.48%	14 / 48.28%	5 / 17.24%	0 / 0.00%	0 / 0.00%	3.17	0.71
5. My instructor used effective examples and illustrations. (29 Responses)	15 / 51.72%	12 / 41.38%	2 / 6.90%	0 / 0.00%	0 / 0.00%	3.45	0.63
6. I would take another course from this instructor. (29 Responses)	12 / 41.38%	11 / 37.93%	5 / 17.24%	1 / 3.45%	0 / 0.00%	3.17	0.85

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- Examples used in Revel were great illustrations to learn the material.
- Dr. Meredith was very lenient with covid restrictions and other personal issues I had this year. He also made sure this did not hinder my learning. We had group activities that helped make us involved, as well. Dr. Meredith went above and beyond.
- Lectures were dry and hard to stay engaged with
- Perhaps because it is a principles course, the advantage gained from having a professor is lost in this course. That isn't to say that the professor was bad or wasn't useful, but it felt that there was little for the professor to contribute. Most of the course was vocabulary and a chart or two, very little of which needed or benefited from the professor.
- The course's content is an online book. This book is difficult to learn from sometimes.
- The content was a bit difficult to understand sometimes but with further explanation, I think it was pretty alright.
- I learned a lot in this class. He uses real-world examples to help you relate the material in your own life.
- Good content but may need more relevance on tests.
- The content was well explained and the subject matter was well taught.
- The subject is very dry. Maybe try to add more activities like the trade one and the buyer vs seller markets
- The course holds a lot of valuable information that I have applied in other courses.
- This was a pretty interesting course. All new content for me and I got a pretty solid understanding of most of the subject matter.
- I thought that this class was fun and relatively easy if you go to class and listen. The only thing that I did not like is how boring the class is.
- I think the professor had all of the right information and knew what he was talking about but did not portray it in a teaching sense.
- The course was very informative and allowed for more in-depth topics of economics to be learned.
- The content was challenging yet attainable, great content
- I thought that the course followed the syllabus all the way through the semester. It was taught well and stayed on track.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- No book, Revel is a great tool.
- The revel homework assignments were very effective for my learning
- I never used my book. One thing I did not like was that we had to do our assignment before we were taught the content. I felt like I got nothing out of that.
- Standard online textbook and homework. It was easy to complete as long as I stayed organized with my other classes.
- Had to do the Revel homework before the material was taught, the in-person exam was hard and the online exam was challenging too
- The book reading was the most essential part of the class and easily trumped both the slides and class in importance. frustratingly some exams relied on topics and questions rarely seen in either the course or the book. Luckily however, the practice questions were made openly available which made it possible to look up the questions online to learn the underlying content.
- The value is good.
- We used the Pearson, revel website for this class and I do believe it was very effective. It was nice to read the material on my own before going over it in class so I can get a better understanding of it.
- Homework is very important in this class, exams make up 60% of this class's overall grade. The book is included with the homework.
- Good book materials but don't relevant to test questions.
- I feel that the book that we bought could have been better, but did provide a good explanation. of what we were doing.
- I didn't think revel was a win. I didn't read the info around it and would guess till I got everything right.
- The homework was decent at best, the class work was helpful.
- The ebook we used was really helpful and I am confident in my new found knowledge.
- Pearson was easy and taught me a lot.
- The value of the books/homework was good I like the system we used, but the price could always be lower.
- The course homework was very efficient and effective in aiding in the learning process as questions were being asked as the chapter was being read.
- Had to pay for the revel account which wasn't too expensive
- We just had to buy one online program which isn't as bad as some other courses.

Please provide any suggestions for improving this course.

- May do Revel assignments after we are taught the content
- Don't change it.
- do the revel assignments after the material is taught
- As it stands, sitting through the lecture offers little improvement on the test score. This is in part because practice questions aren't regularly done, and when they are done they tend to vary significantly from the test and book. Addressing some practice questions throughout the class would be helpful.
- More hands-on activities and more time for discussing the material during class.
- Use a point system for grading, instead of by percentage.
- Work on tests questions.
- I feel that having more hand on projects would make learning the material much easier and more efficient.
- Get rid of the Revel assignments
- None I can think of.
- Make class less boring. That's it.
- It is understood why the instructor had homework for a chapter due before if was taught in class, but it would have been more efficient and effective if the homework was assigned after the chapter was taught as it would have tested knowledge being learned and would have stuck to memory more.
- Learning the content prior to the homework rather than vice versa
- I liked when we did the more hands on exercises, so maybe just a few more of those.

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- Questions weren't answered to the full extent most days.
- We did a lot of group work which I like
- This is my favorite class. That is all.
- Very fun professor, enjoyed being in his class even though I didn't favor the material
- Despite my gripes with the class, I appreciated the instructor. He did a good job relating the material to the real world with plentiful examples and was open to more in-depth conversations about the material. He was fairly easy-going and would make attempts to meet you half-way. With that said, I think he needs to focus less on regurgitating the book in PowerPoint slides and instead replace those slides with sample questions.
- The instructor is good and effectively teaches the material.
- The instructor was pretty good. He understood what he was teaching and did a pretty good job of explaining the material. It was helpful to see the examples he would provide for us in class.
- This professor is a very good teacher. He gives you examples during lectures, instead of just assuming you know the material. He lets you ask any questions anytime during the class. He really focuses on our feedback to help us learn the material better.
- Good organization and teaching methods.
- I feel that the teacher did a good job on teaching the class, and always answered all of our questions.
- Just try to have more enthusiasm, other than that you're doing great
- The instructor taught in a good manner, but he did require a project that involved hours outside of class, which I personally do not believe should be a fair grade. The project seemed like a waste of time and should have just counted as extra credit.
- Dr. Meredith is a solid instructor. He was always available and helpful. I would look forward to another class with him.
- The professor is super easy to work with and understand.
- I did not like the professor's teachings. It seemed very repetitive and monotone to me. Because the class did not interest me or was very lecture-only based it made it very difficult for me to stay focused and keep my grades well in this class.
- The instructor could have communicated more with the students and set up different ways of learning as there are many students who learn kinesthetically or visually since there were mainly only lecture lessons.
- I enjoyed learning from Dr. Meredith.

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West Texas A&M University



Name: Neil Meredith

Evaluation Session: Fall 2021

Comprehensive Report for SEM MICROECONOMICS (2021FA*ECON*6305*71) - Meredith, Neil - Fall 2021

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (37 Responses)	0 / 0.00%	1 / 2.70%	1 / 2.70%	1 / 2.70%	34 / 91.89%	0 / 0.00%	4.84	0.60
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (37 Responses)	24 / 64.86%	12 / 32.43%	1 / 2.70%	0 / 0.00%	0 / 0.00%	1.38	0.55	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (38 Responses)	25 / 65.79%	12 / 31.58%	0 / 0.00%	1 / 2.63%	0 / 0.00%	3.61	0.64
2. Course content was consistent with course objectives. (38 Responses)	25 / 65.79%	12 / 31.58%	0 / 0.00%	1 / 2.63%	0 / 0.00%	3.61	0.64
3. I would recommend this course to a friend. (38 Responses)	22 / 57.89%	14 / 36.84%	1 / 2.63%	1 / 2.63%	0 / 0.00%	3.50	0.69

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (38 Responses)	30 / 78.95%	7 / 18.42%	0 / 0.00%	1 / 2.63%	0 / 0.00%	3.74	0.60
2. My instructor encouraged critical thinking and/or appreciation for the subject. (38 Responses)	27 / 71.05%	9 / 23.68%	1 / 2.63%	1 / 2.63%	0 / 0.00%	3.63	0.67
3. My instructor used teaching methods that enhanced my learning. (38 Responses)	23 / 60.53%	14 / 36.84%	0 / 0.00%	1 / 2.63%	0 / 0.00%	3.55	0.65
4. My instructor explained the course's content clearly. (38 Responses)	30 / 78.95%	7 / 18.42%	0 / 0.00%	1 / 2.63%	0 / 0.00%	3.74	0.60
5. My instructor used effective examples and illustrations. (37 Responses)	27 / 72.97%	9 / 24.32%	0 / 0.00%	1 / 2.70%	0 / 0.00%	3.68	0.63
6. I would take another course from this instructor. (38 Responses)	24 / 63.16%	12 / 31.58%	1 / 2.63%	1 / 2.63%	0 / 0.00%	3.55	0.69

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- Difficult, but excellent course. I intentionally took microeconomics which I've historically struggled with because I wanted to have professor Meredith. I think it likely cost me an "A" but I 100% learned a ton and feel that I increased my knowledge in the field of economics.
- I was nervous at first when I read the syllabus for this class. However, Dr. Meredith provided detailed explanations, examples, power point slides and videos of lectures. The expectations were clear and given so the student can meet the expectation. He is fair and is always available for questions and clarification. He responded quickly to emails when I asked questions.
- The objectives of the course were covered. Expectations were clear and grading was fair.
- Instructor set very clear and reasonable expectations. He communicated updates clearly. His teaching materials were provided by the book publisher, and his lectures didn't add much in the way of new information. Sometimes he just read the slides and drew over the existing charts.
- I really appreciated the layout of the agenda. It allowed me to see what was upcoming and the dates so that I could plan out my time.
- Great professor and content.
- Very relevant material
- Very relevant
- This was a great course and I learned a lot. I have no economic background and this class really helped me think about the economy in a new perspective.
- Really appreciate this course because it has enhanced my knowledge of economic and its practices
- I really enjoyed the way the group assignment was set up and how it pushes us to apply the concepts we learned in the course.
- Course content was extensive but easily understandable if enough time was put into studying.
- The Pearson learning was very helpful.
- The course gave me a great deal of knowledge about this subject. It is extremely relevant and I am pleased to have taken it.
- Course content is very in depth alot of material to learn on econ lab
- As a student who has a bachelors in economics, I found this course to be extremely basic. I'm not sure why I have to pay for a course that has the homework, tests, class PPTs, and study material completely written and provided by the textbook. Seems to me that if that's the education I'm expected to receive, I should just have to pay for the textbook and not the class.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- Book is good. The real value is the time professor Meredith takes to create hours worth of instruction for each chapter. Feels like a traditional classroom with access to the professor.
- Good
- As I mentioned, Dr. Meredith provided great power point slides, lecture videos, additional videos for examples, and review questions.
- The textbook was ok, but I didn't think its explanations were very clear. It often lacked worked-through examples for topics that were confusing to me. The group project was a unique style and well designed. The exams covered all of the required material.
- I rarely used the physical book, as the lectures & slides were sufficient. I used the Pearson MyLab practice problems extensively. I did have to supplement the lectures with other training like Khan Academy in order to fully comprehend the materials.
- I did not find much connection with the book. I found lectures and overall communication and engagement with Instructor/class most helpful.
- I personally utilized the Help Me Solve this multiple times especially with all of the different formulas. Getting multiple chances to work through a problem helped me gain a better understanding.
- Assignments were well placed
- Content flowed appropriately
- Quite a bit of material to cover in the class.
- Great. Online book and my lab was helpful, homework and exams were great.
- Met expectations
- Exams are fairly time intense if you do not immediately know a lot of the answers, but are passable with an understanding of the course material and homework assignments.
- I would say the most useful resources was the lectures provided by the professor. There was a lot of great examples and explanation of the topics in those videos.
- Exams included essay questions which tested my knowledge much more than the multiple choice. However, if it wasn't for needing to do the homework through the same program the book was bought through, the book was not needed
- Books are very relevant and helpful in the course.

- The book is very informative and the homework was extremely helpful in furthering my understanding of the material. The exams were challenging and I appreciate that as I now have a better understanding of the course.
- homework and exams are challenging and enabled me to apply what I learned
- There should be more homework/assignments that encourage the students to apply microeconomic theory to real-world examples. We did one assignment on externalities which wasn't even a main microeconomic theory discussed in the course.

Please provide any suggestions for improving this course.

- Good class. Exams are difficult but fair. Grading scheme recognizes difficulty of content and allows for opportunities to excel.
- Good instructor
- Dr. Meredith is a great professor, I would take his class again and refer classes to others.
- Other than the discussion forum, there wasn't much real-life application of the concepts. There were examples provided in the book, but having some way to apply the concepts to our existing companies or industries would be useful.
- More time allowed on tests.
- Less lectures
- Can't really think of any changes needed
- None that I can think of. Thank you!
- Weekly assignments and homework would keep students on track
- I enjoyed the group assignment. Pulling in more current and relevant articles into the class would make it more interesting.
- No improvement needed
- Less textbook dependency

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- My favorite instructor I've had (my second class with him). I feel more so than any other class that I left with a vastly increased knowledge of the field.
- Very well laid out class
- Dr. Meredith is a great instructor. All of his videos are always clear and concise. Also, the structure of the course allows you to make mistakes in some areas while being able to make up the points in other ways. Overall incredibly fair way of teaching and I learned a ton!
- He is fair and provides all the materials you need to be successful in this course. He offers examples of required assignments, review questions, and is readily available for questions or assist.
- Thank you for your help and guidance this semester! P.S. I think it's time for a new pen. :-)
- Thank you for grading exams so quickly. I looked for your email the day after it was due as I was so anxious to see how I did. Grades were typically available within 1-2 days which I really appreciated.
- Good job, selected prevalent topics and kept them interesting.
- Helpful and patient
- Great! Videos, lecture notes and other materials provided were helpful in my learning and comprehension process
- Very exceptional tutoring. Really enjoyed the video tutorials
- The teacher provided a lot of great resources on top of the book to be able to use for us to gain a greater understanding of Microeconomics.
- Dr. Meredith has been my favorite instructor so far. I appreciated that he brought in relevant topics during the lectures and seemed generally interested in the subject. I will look for additional classes to take from him.
- I really respect Dr. Meredith he is intelligent and presents the material in ways that ensure understanding. He responds quickly and has a fair grading system.
- Instructor was great. Excellent communication skills and very well organized. I really enjoyed taking this course with Dr. Meredith
- There was a lot of content, but I found the recorded lectures very effective for the learning process.

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West Texas A&M University



Name: Neil Meredith

Evaluation Session: Fall 2021

Comprehensive Report for SEM MICROECONOMICS (2021FA*ECON*6305*72) - Meredith, Neil - Fall 2021

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (34 Responses)	0 / 0.00%	0 / 0.00%	1 / 2.94%	0 / 0.00%	33 / 97.06%	0 / 0.00%	4.94	0.34
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (35 Responses)	15 / 42.86%	18 / 51.43%	1 / 2.86%	0 / 0.00%	0 / 0.00%	1.59	0.56	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (35 Responses)	19 / 54.29%	16 / 45.71%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.54	0.51
2. Course content was consistent with course objectives. (35 Responses)	20 / 57.14%	14 / 40.00%	1 / 2.86%	0 / 0.00%	0 / 0.00%	3.54	0.56
3. I would recommend this course to a friend. (35 Responses)	18 / 51.43%	16 / 45.71%	0 / 0.00%	1 / 2.86%	0 / 0.00%	3.46	0.66

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (35 Responses)	25 / 71.43%	9 / 25.71%	1 / 2.86%	0 / 0.00%	0 / 0.00%	3.69	0.53
2. My instructor encouraged critical thinking and/or appreciation for the subject. (35 Responses)	22 / 62.86%	13 / 37.14%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.63	0.49
3. My instructor used teaching methods that enhanced my learning. (35 Responses)	20 / 57.14%	13 / 37.14%	2 / 5.71%	0 / 0.00%	0 / 0.00%	3.51	0.61
4. My instructor explained the course's content clearly. (35 Responses)	21 / 60.00%	10 / 28.57%	3 / 8.57%	0 / 0.00%	0 / 0.00%	3.53	0.66
5. My instructor used effective examples and illustrations. (35 Responses)	22 / 62.86%	10 / 28.57%	3 / 8.57%	0 / 0.00%	0 / 0.00%	3.54	0.66
6. I would take another course from this instructor. (34 Responses)	23 / 67.65%	8 / 23.53%	1 / 2.94%	1 / 2.94%	1 / 2.94%	3.61	0.70

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- PowerPoint lectures were very helpful, however exam content and mathematical equations can be a lot to memorize.
- I think the most effective tool for me was the econ labs hw. It made you think and it is a good tool. The overall course was difficult to understand for me. My take away was some new knowledge but not exponential growth.
- I took this class as an online class. Communication can be difficult for a distance learner. Dr. Meredith was always quick to respond to questions with clear communication.
- The course assignments significantly contributed to learning. I think that the content was great, and I would recommend this course to anyone.
- Course was overall good. It was a transition for me cause I have never taken an online course prior. Overall though, the course was laid out well and presented well by instructor.
- The material was incredibly relevant and the professor taught in a way that made this course interesting! I am very happy with what I have learned in this class!
- This course is a difficult course for its content but Dr. Meredith did well at relaying the material to us in a way that was understandable.
- I have really enjoyed the course content and general flow. It builds on itself nicely and is quite fascinating.
- The course was enjoyable, and I very much enjoyed the group discussion project.
- This course is highly relevant to anyone wanting to understand the effects of outside factors on purchasing/production decisions made by consumers/producers and the overall effect on the economy from the micro level. Due to the current political/economic environment and my employment in a small business, I was particularly excited to take this course and it did not disappoint. I do not plan to take the 4th exam, but will still watch the well presented lectures as learning all of the material is valuable and enjoyable to me. As a bonus, my math skills got a boost just in time to help my son with middle school algebra.
- Good course and would recommend but the lectures are pretty dry and the copy and paste slides are pretty bad. I would recommend that the instructor develop a couple of his own slides.
- I liked this class a lot, the assignments went well with what we were learning about at the time. My one complaint is that it uses Pearson Econ Lab. I hate Econ lab because if you accidentally have a space or something in your answer you get it wrong. That's my only complaint but it's not a big one.
- 1. The semesters are too short, especially given the unstable climate as of late our society/world is dealing with right now. 2. There should be TAs or someone teaching a live lab once a week to go through the math this course presents. Looking for youtube videos for 2 hours every time one needs to get an answer is a waste of time, frustrating, and unnecessary added stress, especially given the stressors on our society in the past 2 years. 3. The professor was very understanding, again, I believe a one or two-hour live lab to go through math problems associated with the homework (or other related examples) would really help me learn more efficiently, I would imagine others who have no finance background might feel the same way. The whole point is to learn, not struggle to learn because of a lack of clarity.
- Exams were extremely difficult with in-depth concepts that full time employees may not get chance to dig deep into. It does not appear the course structure is suitable for fully employed students seeking MBA.
- I enjoyed this class. I felt Dr. Meredith really worked hard to educate and it was obvious there was effort put into the course.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- The book value did not help what so ever. The homework was the most effective tool for my learning. The paper did give so good insight into what real what experience can be in economics. The exam were fair but challenging for most. I did learn from those when taking them.
- I'm excited to have this textbook on my shelf. After this class, I can see myself opening it and still being interested in the subject matter. The homework was great. It was presented in a way that challenged me, but enabled me to learn about the subject matter while being a great resource to get a better understanding of the ideas/topics.
- I believe the Role Playing Discussion Forum was the most in-depth part of this course. It taught me how to observe recent news from different perspectives in the field of microeconomics.
- PowerPoints are excellent
- The professor provided amazing resources. Any lessons I had trouble with I was able to absorb extra material, so I could understand what was happening.
- The textbook was my main source of studying. The homework actually was very helpful to understand the more technical aspects. Exams did correspond to the work, however some tricky questions were placed in as well.
- Everything was great, easy to navigate, and challenging in the best ways!
- Course material to include online and textbooks was good for learning. Course homework and discussions were good for grasping the material.
- Books, Pearson Lab, and slides all very helpful, I was pleasantly surprised by how the Pearson Homework helped me figured out problems.
- The homework was the primary method that taught me in this course, and I enjoyed it.

- The lecture videos were greatly appreciated and very helpful. Given that I was taking two courses this semester, work full-time, and have a busy family life, I also appreciated the fact that the group project grade was based solely on an individual's assigned portion consisting of their own work. This meant that the work could be completed on one's own schedule within the time frame allowed. I only occasionally referenced the book, but appreciated the slides with Dr. Meredith's notes and the EconLab Homework.
- The homework was helpful and helpful. The exams were straightforward and fair. I didn't understand the need to have a group project when there was no interaction with the group. Why not just have an individual paper instead of a group discussion board? I also did not understand the roles of the group and thought that us writing our own independent thoughts might be more engaging and useful.
- I don't like Pearson ECON LAB but it is what it is, beggars Can't be choosers.
- everything that was in the class was related to the class and what we were learning week after week.
- Great information provided, but too much. Differentiating between required and further reading/problems would be helpful. With no classroom or online classroom engagement, it is overwhelming. The professor did provide office hours, but these are basic concepts that would be much more comfortable to first have an option to ask in an online-type classroom setting with an option of one-on-one if needed. I felt too ashamed to even have any type of one-on-one since my questions were so basic (and would typically be covered by a TA in a lab).
- Exam structure could have been different. Project can be elaborated to utilize concepts.
- I loved the schedule/format of this course. While maybe not for everyone, it was a perfect fit for me and my learning style. I was able to take a short 'break' early in each module, then focus heavily for two weeks. As a working professional, I was afforded true flexibility in my learning and was able to tailor my learning experience according to my professional work load. Big thumbs up to the format of the group project. It was nice to have a 'dynamic' project without my grade being impacted by other students. Finally, this class had an abundance of resources to prepare me for each assignment. The homework was forgiving, but not easy. The tests were challenging, but I had a multitude of resources to prepare (lectures, reviews, prep questions). The group project had examples as a guide so I had a baseline to work from. All around very well thought out.

Please provide any suggestions for improving this course.

- Review of mathematical calculations most relevant to chapters. While calculations are present at the end of the book, the book theory doesn't always provide knowledge on solving equations. Chapter calculation equations lists might help students visualize processes and provide a concise visual tool to aid in learning
- The lecture videos to me were ineffective I watched most of them. Though, I would have a hard time telling you after what I just watched. They dragged on and the points to me were clear some of the time. People have a hard time sitting in lectures pay attention and this is true with the videos. The math in the class I do not ever think I will use in the real world. I not real sure how this can be used unless I am going to be professor or teacher. It was difficult to understand for me and not sure what the point was. I know some Econ professor just get rid of the math in general.
- Dr. Meredith, please get a new pin for the videos you post. Whatever issue that was drove me nuts haha. Also, I did find it difficult to get setup with the homework website. I don't fault Dr. Meredith for that. I think the company who runs the website (Pearson?) has room for improvement.
- I think the group project was formatted well, and I think that sort of application work is great. Perhaps it is worth removing an exam or slimming a few homeworks to force us to work with concepts in the real world once more.
- Nothing! It was a great course!
- I wish this course could be broken into 2 classes because it is a lot of material. However, the way the course ran was pretty good despite the difficulty in material.
- Really only 3 suggestions for improvement: 1. I did not see how the Case Study/Forum was related to the course. While not particularly difficult, it was time-consuming and at least to me, did not enhance my learning of the material or seem to relate much. However, I would still like to be doing case studies, especially those that require a great deal of computation and thinking through the problems. I greatly enjoy case studies that require both writing and math, I find them challenging, but in a way that allows me to explore the material thoroughly and 'chew' on the math and concepts, without just worrying about a grade. In essence, I enjoy difficult work that allows the professor to see and understand my thought process and provide corrections where needed, instead of just being graded by a computer. 2. While the exams seemed fair and well balanced, I did not feel that the homework prepared me adequately for them. The exams seemed to be structured such that students were required to retain mastery of the material and think through and around topics, in ways that were not fully or adequately explored in the homework. Perhaps it was simply my method of preparation, but there was a disconnect for me between the homework and exams.
- Maybe the occasional video explaining the more difficult concepts.
- The exams were very challenging for me. I did best on the exam before which I was able to complete all three practice exams provided. The problem was in the amount of time required to get through the lengthy practice exams. More targeted exam study guides would be helpful or exercises that could help reinforce key topics prior to an exam.
- Nothing

- Get a TA and an optional lab time for students, record, and post so other students can watch if needed/not able to make the lab time(s), for this course. These semesters are really short for all this content. If just reading was adequate, and able to be done on one's own, what would be the point of taking/paying for classes?
- Should be tailored to fully employed students seeking MBA.
- Discussion boards have almost become a running joke for online courses. While I definitely do not look for anymore 'busywork' I think it would have been interesting to have a couple opportunities to discuss these concepts with the group.

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- I think the teaching methods could be more effective with newer videos that do not drag on. Just highlight the most important things and that are relevant to the tests. This can be true for the homework too. This was help students understand what they are trying to learn. This will set the standard for what they need to understand. The communication was great, and every question that I asked was answered in a fair amount of time. The organization with due days were great! Keep that the same! I really appreciated the flexibility within the course. Overall, I think we all learned some and did a good job teaching the course. Thank you!!
- I loved taking your class so much that I signed up for another one of your classes in the spring! You are amazing!
- Everything was great (other then the pin). Things were so well organized that it was easy to understand what was expected. Again, very effective communication from Dr. Meredith.
- Clear and concise communicator
- I look forward to additional courses.
- Professor taught the course quite well and made it interesting to learn and engage with.
- He was great! I enjoyed his teaching very much!
- The teaching methods were great considering that the course was online. Audio lectures are helpful even if they are on demand. Nothing to do with the instructor but if tutoring hours were a bit more flexible for students who do not work the typical hours would be helpful. I noticed that tutoring was available 8-5 M-F most of the time but I am at work.
- Thank you, I really enjoyed the course, and conceptually, it helped to greatly further my understanding of economics and public policy from a theoretical and computational standpoint. Communication was excellent and not overwhelming. I would simply like to see more assignments that allow interaction between the instructor and students, to think through the concepts and math more fully. Thank you again, have a wonderful Christmas Break!
- Great Instructor, good communicator especially.
- Dr. Meredith presents a well organized course and is very knowledgeable in the material being presented. In addition, he obviously cares about the success of his students. Despite enjoying the topic, Economics is a difficult subject to fully grasp for me, but I felt like he did an excellent job providing examples and explaining the key intuitions to take away into life.
- I enjoyed the class
- I have nothing to change I liked the lay out and how everything was spread out and I did not feel rushed to get anything done.
- I really appreciate that the professor had videos. They really helped. But when it came to the test, the wording was tricky and some of the words were not used. It is easy to look it up online, but much more efficient to absorb and learn and then be able to extrapolate upon such concepts. Long-form discussions/math-associated reviews in a lab would be great, even if it was one every other week.
- No doubt the Professor had good intention to teach the course, however, the style appears to be more geared for research students seeking higher degrees or PhD. At times, the concepts were very difficult to grasp. Exam contents are not necessarily geared for real life problems that fully employed students would be more interested in. It would be better if the Professor can apply a balanced approach that would be tailored to students seeking knowledge while being fully employed.
- I appreciate that Dr. Meredith's exam questions are not out of a test bank. They were not easily searchable and his effort in creating the exams compelled me to match that effort with study and preparation.

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West Texas A&M University



Name: Neil Meredith

Evaluation Session: Fall 2021

Comprehensive Report for SEM MICROECONOMICS (2021FA*ECON*6305*73) - Meredith, Neil - Fall 2021

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (12 Responses)	0 / 0.00%	0 / 0.00%	0 / 0.00%	1 / 8.33%	11 / 91.67%	0 / 0.00%	4.92	0.29
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (12 Responses)	9 / 75.00%	3 / 25.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	1.25	0.45	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (13 Responses)	7 / 53.85%	6 / 46.15%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.54	0.52
2. Course content was consistent with course objectives. (13 Responses)	7 / 53.85%	6 / 46.15%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.54	0.52
3. I would recommend this course to a friend. (13 Responses)	6 / 46.15%	6 / 46.15%	0 / 0.00%	1 / 7.69%	0 / 0.00%	3.31	0.85

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (13 Responses)	10 / 76.92%	3 / 23.08%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.77	0.44
2. My instructor encouraged critical thinking and/or appreciation for the subject. (13 Responses)	6 / 46.15%	7 / 53.85%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.46	0.52
3. My instructor used teaching methods that enhanced my learning. (13 Responses)	6 / 46.15%	6 / 46.15%	1 / 7.69%	0 / 0.00%	0 / 0.00%	3.38	0.65
4. My instructor explained the course's content clearly. (13 Responses)	6 / 46.15%	7 / 53.85%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.46	0.52
5. My instructor used effective examples and illustrations. (13 Responses)	6 / 46.15%	5 / 38.46%	2 / 15.38%	0 / 0.00%	0 / 0.00%	3.31	0.75

6. I would take another course from this instructor. (13 Responses)	6 / 46.15%	6 / 46.15%	1 / 7.69%	0 / 0.00%	0 / 0.00%	3.38	0.65
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Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- I had a hard time connecting the examples to every day life and the medical device industry in which I work.
- The first exam was the most difficult of the first 3 exams. After that the material was more focused and the exams were challenging but more manageable.
- I thought this was a very well taught class.
- Sometimes the powerpoint lectures could be a little longer than necessary, but I am cognizant of the fact that the time commitment for an in person class would have still been longer than the powerpoint lectures.
- It was very insightful and moved along at a manageable pace for those working and also pursuing a graduate degree and a solid foundation for the MBA program as a whole.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- By the time I got around to the third set of homework, I finally figured out how it works.
- Professor provides slides and detailed lecture videos. Just have to purchase online access to the homework's.
- Homework was straightforward the group writing assignment was a nice challenge having to respond to a business problem through a certain lens.
- This is one of the worst textbooks I have ever used for a course. It presents concepts in a needlessly complex way and does not use actual values (numbers) in examples. It's one thing to calculate ABCD in theory, another matter to actually use numbers. Dr. Meredith had to supply additional practice sheets to help with understanding the material, thankfully! Without those real and practical worksheets, the textbook would have left us with very little understanding of the subject material. Please, please recommend a different textbook going forward. The homework modules were equally confusing, not helpful, and a waste of time. I learned next to nothing from doing them and it ate up a disproportionate amount of time. I would rather have the time to go through the lectures again or work on the practice tests/worksheets. That's where I learned the material. The book and homework contained very little value for me.
- I thought the workload was very doable and well laid out.
- I felt like the homework was poor preparation for the exams.
- The textbook, homework and exams were all congruent with each other so it was easy to retain the knowledge.

Please provide any suggestions for improving this course.

- As mistakes are mentioned on the slides, can they be updated on the site? Also more relevant examples and suggestions for how to do practice problems would be great. The practice tests were good but had the answers right on them.
- None I think this professor does an excellent job of teaching the subject.
- Would not change anything. Solid Micro econ course
- I enjoyed this class and do not think it needs to be improved.
- I would suggest trying to make the homework and powerpoints better for preparing for exams. When I sat down to work on the exam prep questions, I was surprised at how many topics we had either not talked about at all or just briefly covered.
- None that come to mind.

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- No further comments. Thank you.
- Flexible and allows early work if you have scheduling problems.
- Not sure if you feel comfortable doing any recorded videos to post for you future students. I think a few the concepts would be easier to understand if they heard it spoke through. Such as why MR is twice the slope and all of the algebra around Price and Quantity and determining the equilibrium price and quantity.

- Appreciate the lectures and practice sheets Dr. Meredith provided. He was quick to respond to emails and communicate with students. I appreciate that. He clearly enjoys teaching and working with students.
- Well done!
- I could tell that you thoroughly enjoy economics and that goes a long way. I genuinely enjoyed your examples, insights, and ability to make complex concepts understandable.
- The teaching methods are adequate and provides a good mix of everything.

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Name: Neil Meredith

Evaluation Session: Spring 2022

Comprehensive Report for ECON OF HEALTH CARE (2022SP*ECON*4370*70) - Meredith, Neil - Spring 2022

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (38 Responses)	0 / 0.00%	0 / 0.00%	9 / 23.68%	28 / 73.68%	1 / 2.63%	0 / 0.00%	3.79	0.47
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (40 Responses)	8 / 20.00%	20 / 50.00%	12 / 30.00%	0 / 0.00%	0 / 0.00%	2.10	0.71	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (40 Responses)	13 / 32.50%	22 / 55.00%	4 / 10.00%	1 / 2.50%	0 / 0.00%	3.18	0.71
2. Course content was consistent with course objectives. (40 Responses)	15 / 37.50%	21 / 52.50%	1 / 2.50%	3 / 7.50%	0 / 0.00%	3.20	0.82
3. I would recommend this course to a friend. (40 Responses)	10 / 25.00%	22 / 55.00%	6 / 15.00%	1 / 2.50%	1 / 2.50%	3.05	0.72

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (40 Responses)	18 / 45.00%	19 / 47.50%	2 / 5.00%	1 / 2.50%	0 / 0.00%	3.35	0.70
2. My instructor encouraged critical thinking and/or appreciation for the subject. (39 Responses)	17 / 43.59%	20 / 51.28%	0 / 0.00%	1 / 2.56%	1 / 2.56%	3.39	0.64
3. My instructor used teaching methods that enhanced my learning. (40 Responses)	12 / 30.00%	18 / 45.00%	7 / 17.50%	2 / 5.00%	1 / 2.50%	3.03	0.84
4. My instructor explained the course's content clearly. (40 Responses)	16 / 40.00%	20 / 50.00%	3 / 7.50%	1 / 2.50%	0 / 0.00%	3.28	0.72
5. My instructor used effective examples and illustrations. (40 Responses)	15 / 37.50%	21 / 52.50%	3 / 7.50%	1 / 2.50%	0 / 0.00%	3.25	0.71
6. I would take another course from this instructor. (40 Responses)	13 / 32.50%	20 / 50.00%	5 / 12.50%	1 / 2.50%	1 / 2.50%	3.15	0.74

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- Easy platform makes it easy to plan and work through semester.
- The content of the course was great. I really learned a whole new world regarding health care and all that it relates to economics. I feel that every student should take this class as part of the Texas Core because it is highly relevant and everyone in the US will eventually face the healthcare system one way or another. It does illustrate many issues and how we as individuals could actively engage in becoming more informed and alleviate costs.
- If you are an econ major or in that field, you may find interest in this class I am a CIS major, so it was just an elective for me.
- The course consisted of exams and problem sets
- I don't understand the requirement to submit the essay to the writing center or the grade isn't accepted.
- We didn't do anything in this class but problem sets and exams! He didn't give us work or anything but made a hard exam
- No comments
- Only issue I had with the course was the lack of assignments.
- This course does not provide a lot of assignments that would help students to be prepared for exams. The course provides some study guides to study for the exams, but the questions in the exams are opposite which confuses students.
- Took class as advanced econ but was required to complete 4000 word essay for communications component.
- This course was an elective for me. I was not excited about taking this course, as it was one of the only ones available. After starting this course, I got engaged moreover in the subject matter.
- This class had a good balance with the problems sets and exams. Along with one large paper.
- Economics is a difficult subject for me to understand so I was worried about this course. The layout of this course helped me be able to take the time to reread information that I needed more work on. Overall this course was very effective for me.
- The course's content was relevant to subject of matter throughout the entry course.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- Never used the book
- Content was based on readings and slides. Great method and easy to follow
- I really enjoyed the book I just wish we could use a more recent version since some examples or data is from a while back, but I LOVED IT! The role discussion was fun, but I would invite all roles to actively engage in participation. For example, once the reporter or economist submits their paper, for all the members of the group to add one comment. It would guarantee that the group is deepening their knowledge into the selected topic. The practice questions helped a lot. I didn't like the textbook q&a because sometimes I was thrown off by them as if the lecture was on level 1 and the q&a was on level 5 and I felt as if I missed something along the way. As per the exams, I think I did ok, and that it was relevant to the content of the class; I was ok with timing but I could see someone having a learning disability to be stressed about it. Perhaps 15 more minutes to the exam would be awesome! And the last is the paper; honestly, I was not happy when I read the syllabus at the beginning of the semester, but once I was writing I really enjoyed it. I was able to deepen my knowledge into the topic I selected, and at the end I wish I had more than 4,000 words because I wanted to give more to it. So, big thanks to the professor for making us do the paper :).
- The problem sets help as well as practice tests.
- The only thing required for the course was a textbook. I rented mine on chegg for less than \$100
- Exams and coursework were thorough.
- What was assigned was relevant and helpful, I wish there were more assignments. Not from a grade perspective, just so my understanding could have been deeper.
- The homework is not derived from the course text. The information needed to complete the assessments is not within the course material recommended by the instructor.
- The exams were similar to the practice questions, but challenging since just the chance of one word could change the meaning of the whole question.
- They are affordable.
- Paper was extremely difficult and time-consuming.
- All was relevant to the course
- Textbook was very helpful,. Class slides were great at helping outline important information. Problem sets covered important materials and because answers weren't written out exactly like the questions, they made me think and put in effort. The paper was tough but I learned a lot. oh, also, practice test were very very useful.
- I think the homework's, exams, and paper were relevant to what was being learned in the course.

Please provide any suggestions for improving this course.

- More review is needed for the paper.
- Practice Tests
- I believe students are taught very narrowly, as in learning for a test, and thus we are always kept inside a box and it is later difficult for students to think outside this box. I would encourage more examples to think outside the box, or examples that we could relate deeper to the content. I guess this class can feel completely strange to people that have not been able to experience health care, out-of-pocket, in-network, and such, because even I that have dealt with it felt a bit overwhelmed with some of the definitions or payment systems... it can get tricky. It would be great to have a meet up hour every week, or even 30 minutes to discuss the content with the teacher live as a class.
- Providing a clearer schedule, I got lost with task assignments.
- None
- At least have hw and better lectures to actually understand the course?
- Provide more resources for students to find the needed information.
- no comment
- More assignments related to course work.
- Better study resources to be prepared for exams as this counts as 60% of the overall grade.
- Divide word requirement up into different ways to complete. Provide better review for exams.
- I would not make any changes to the course
- Nothing comes to mind at the moment.
- I would say that a way to improve this course would be to give either more example homework or even just add a few more questions.

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- Great organization, methods and communication.
- I think the organization and assessment of the class was more than fair. The communication with the professor was great; in fact, I was able to talk with him about my paper and he gave me a lot of insight and direction I had not thought of before. Thus, I would encourage the professor to find a bit of time to meet with the class to discuss the chapters further or answer doubts that we could have about the content. Other ideas could be suggested videos online that would explain the content in other ways. I really enjoyed this class, despite me being stressed about the paper :D. I would like to thank Dr. Meredith for making this class fairly challenging, very informative, and thought-changing.
- Online class vs in class are very different would have been interesting take in class.
- Shorter videos of PowerPoints
- The instructor provides clear notes and study material
- The course was good and I like how the professor communicated with us frequently and letting us know what is coming up next.
- He was not a good professor.
- Dr. Meredith was kind and helpful throughout the semester. His knowledge in this field shows and is appreciated.
- Professor would answer students any questions they might have.
- Lack of assignments to be prepared for exams.
- Provide curves on exam if no-one made 100% and class average is below 90%.
- Professor Meredith was quite helpful unto me.
- No suggestions
- Dr Meredith was great at communicating. We received weekly emails with useful information. The slides he provided helped me a lot. His teaching method is a good one. I would definitely take another course by him again.
- I believe the instructor of this course could explain better what is going on with the course and assignments.

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Name: Neil Meredith

Evaluation Session: Spring 2022

Comprehensive Report for SEM MICROECONOMICS (2022SP*ECON*6305*72) - Meredith, Neil - Spring 2022

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (5 Responses)	0 / 0.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	5 / 100.00%	0 / 0.00%	5.00	0.00
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (6 Responses)	4 / 66.67%	2 / 33.33%	0 / 0.00%	0 / 0.00%	0 / 0.00%	1.33	0.52	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (6 Responses)	5 / 83.33%	1 / 16.67%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.83	0.41
2. Course content was consistent with course objectives. (6 Responses)	5 / 83.33%	1 / 16.67%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.83	0.41
3. I would recommend this course to a friend. (6 Responses)	4 / 66.67%	2 / 33.33%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.67	0.52

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (6 Responses)	3 / 50.00%	3 / 50.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.50	0.55
2. My instructor encouraged critical thinking and/or appreciation for the subject. (6 Responses)	4 / 66.67%	2 / 33.33%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.67	0.52
3. My instructor used teaching methods that enhanced my learning. (6 Responses)	4 / 66.67%	2 / 33.33%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.67	0.52
4. My instructor explained the course's content clearly. (6 Responses)	4 / 66.67%	2 / 33.33%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.67	0.52
5. My instructor used effective examples and illustrations. (6 Responses)	4 / 66.67%	2 / 33.33%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.67	0.52
6. I would take another course from this instructor. (6 Responses)	4 / 66.67%	2 / 33.33%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.67	0.52

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- It was well set up. Lots of things i never thought of why exist ? Thanks
- It was an extremely informative and interesting course. I think it was very helpful for laying the groundwork for my future economics courses.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- They were expensive and slightly difficult to understand for the first timer but videos helped a lot.
- The book was useful, the homework was excellent, and the writing assignment was very interesting. The exams were reasonably difficult and relevant.

Please provide any suggestions for improving this course.

- Better deadlines will help
- None, great job

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- Very professional and one of my top best instructors to date! i will be on the search for another class he teaches. thank you for an amazing semester!
- He did great.

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West Texas A&M University



Name: Neil Meredith

Evaluation Session: Spring 2022

Comprehensive Report for ECON/HLTH/MED CARE (2022SP*ECON*6370*70) - Meredith, Neil - Spring 2022

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (22 Responses)	0 / 0.00%	0 / 0.00%	0 / 0.00%	1 / 4.55%	21 / 95.45%	0 / 0.00%	4.95	0.21
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (23 Responses)	13 / 56.52%	9 / 39.13%	1 / 4.35%	0 / 0.00%	0 / 0.00%	1.48	0.59	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (24 Responses)	19 / 79.17%	5 / 20.83%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.79	0.41
2. Course content was consistent with course objectives. (24 Responses)	21 / 87.50%	3 / 12.50%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.88	0.34
3. I would recommend this course to a friend. (24 Responses)	19 / 79.17%	5 / 20.83%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.79	0.41

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (24 Responses)	21 / 87.50%	3 / 12.50%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.88	0.34
2. My instructor encouraged critical thinking and/or appreciation for the subject. (24 Responses)	20 / 83.33%	4 / 16.67%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.83	0.38
3. My instructor used teaching methods that enhanced my learning. (24 Responses)	18 / 75.00%	6 / 25.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.75	0.44
4. My instructor explained the course's content clearly. (24 Responses)	20 / 83.33%	4 / 16.67%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.83	0.38
5. My instructor used effective examples and illustrations. (24 Responses)	18 / 75.00%	6 / 25.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.75	0.44
6. I would take another course from this instructor. (24 Responses)	21 / 87.50%	3 / 12.50%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.88	0.34

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- I appreciated the fact that this course was heavy in concepts and not math based. I feel like I learned more from these concepts and did receive an overview with of the logic of the concepts via the mathematical equations.
- 10/10
- As a clinical member of the healthcare team, I thought the information presented explained many of the mysteries.
- The course was very interesting and informative. I am glad I took it.
- The content is a nice application of economic theory in a specific context. It was nice to take it after the micro course and right before my comp exam because it functioned as a good review of many economic theories and concepts while applying them in a new specific context.
- Content was important for those in the field. It is nice to understand some of the economic healthcare concepts but I do not know that I will use all of it in my normal daily functions
- Excellent course materials and lectures.
- I would have like to have a portion of the grades related to responding to podcasts in the area of medicine
- Great course and very manageable while still being effective. Thank you!
- Overall, I thought the course content was clearly laid out and mirrored what was outlined in the syllabus.
- Great course.
- Really enjoyed learning and critically thinking about a new subject within economics. I found it very beneficial to apply economic theories and concepts to completely different fields and industry. Throughout my undergrad I never got to focus at this depth level on a different type of econ.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- I did like the group / individual project concerning the economic perspectives on a subject. I would recommend doing without the term paper. That is just my personal preference but liked everything else.
- I really enjoy the group project but it would help if there was more options for articles since you use the same articles for all your classes and I have taken you for a different econ class.
- The book was a great addition to the notes, but in general the lecture note were much easier to understand.
- The course resources are straightforward, relevant, and useful.
- The textbook should be listed as optional. The course materials provided by the instructor are rich, engaging, and sufficient. It was an expensive book that I haven't really used at all. The exams are very straightforward (in a good way!) and there's no surprises. The structure of having one "drop" always takes pressure off and allows students flexibility in the semester which I appreciate. The discussion forum was an interesting task. I wish it was somehow more interaction (without the grades being more dependent). I didn't actually communicate with my group at all, other than to submit the required materials.
- The exams were a good way to capture what knowledge students have, the paper seems to have more citation requirements than the word count would typically warrant
- Online book is great but the Dr. Meredith's slides and study guides are the most helpful.
- Need more step by step instructions to using library of resources for the older returning students.
- The exams reflected course content and while the questions were very black and white, the essay questions added a nice level of critical and engaging thinking
- Book is not good, difficult to corelate and very expensive book.
- Essay was really beneficial to critically think and develop a better understanding of health econ
- His powerpoint lectures were perfect and emphasized main ideas in the course.

Please provide any suggestions for improving this course.

- If calculations are going to be included in course exams, I would suggest adding more practice problems specifically designed towards those.
- There is a paper due at the end of the term for this class. I would think it might be better to have certain parts of the paper due throughout the semester so that students do not try to complete it all at once at the end of the term.
- More homework opportunities (or optional practice assignments). The multiple choice questions are super helpful, and I did them every time after the videos and again before the tests. However, knowing which textbook problems were the correct level was tough. Some guidance for a problem set at the end of each chapter might be helpful, or an

- opportunity to do more computationally based questions. But I totally understand that would be creating materials from scratch in some cases, which would be difficult.
- I would recommend that the instructor update his videos because some of the content is a few years old. I also would have him record the lectures with an eye towards keeping it concise, some of them went on for a considerable time
- None, excellent course.
- Need more data or instructions on how to site electronic articles or data for written assignments.
- Incorporate more case studies. I felt when they were used throughout the lecture, this was the most engaging material and what I remembered most.
- All good.
- Maybe a once a month live lecture to get to know classmates and professor better.

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- I think the tests were tough but fair in some areas. One would expect that with open book type tests. The review word document really helps and I hope you will continue it in the future. The essays were straight forward and it helps you wanted the answer distilled down to the relevant information.
- You are amazing at you job and I love your classes!! I have told so many people to take you!
- I really enjoyed Dr. Meredith's approach. He was engaging and always approachable.
- I liked the videos Dr. Meredith makes for the lecture. I think those and the power point presentation are both very effective learning tools.
- Dr. Meredith is awesome! He is knowledgeable and thorough, and communicates effectively with students. He is really well organized and everything has been available on Blackboard for the whole semester so that there are no surprises. Turnaround time for grades is really fast, and he responds to emails in a very timely manner. The course is not very interactive; the professor just puts up the materials, we do the work, and then we get grades. However, I would take an organized, well planned, materials-rich course over a more interactive course that sacrifices clear structure or expectations every time. Dr. Meredith will also definitely be there to answer questions if you ask. :) Overall, I felt supported on my learning journey. Thanks for a great semester, Professor!
- I would request he improve his videos
- I love Dr. Meredith's courses. I have two in my MBA coursework and 1 for my bachelors. He's one of the best professor's I have had while at WT for the last 6 years or so.
- This is my second class with Prof Meredith. I love the way he structures the course. This subject was quite challenging for me as this is quite different than regular micro/macro economics. But I really wanted to learn more in healthcare since I started a new job in healthcare. Even though it was challenging for me both from time management perspective as well as new subject perspective, Prof Meredith made this course easier to understand with his lecture recordings. I wouldn't have passed this class if not for those videos. I am thankful for his teaching, and would definitely recommend him to my friends.
- A straight forward course. Maybe more electronic videos or discussion from experts from the fields of study on YouTube or Ed etc..
- Dr. Meredith has been my favorite professor to date within the MBA program. I actively sought out additional classes he provided. This is because his content is clear, he is both knowledgeable and reasonable with the course content and I appreciate the verbal lectures alongside the written powerpoints.
- Great instructor.
- Communication was great and always felt I was on the same page as the professor.

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West Texas A&M University



Name: Neil Meredith

Evaluation Session: Summer 2022

Comprehensive Report for INTERNATIONAL ECO (2022SU1*ECON*4341*70) - Meredith, Neil - Summer 2022

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (25 Responses)	0 / 0.00%	0 / 0.00%	7 / 28.00%	18 / 72.00%	0 / 0.00%	0 / 0.00%	3.72	0.46
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (26 Responses)	7 / 26.92%	14 / 53.85%	5 / 19.23%	0 / 0.00%	0 / 0.00%	1.92	0.69	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (26 Responses)	10 / 38.46%	15 / 57.69%	1 / 3.85%	0 / 0.00%	0 / 0.00%	3.35	0.56
2. Course content was consistent with course objectives. (26 Responses)	10 / 38.46%	13 / 50.00%	2 / 7.69%	1 / 3.85%	0 / 0.00%	3.23	0.76
3. I would recommend this course to a friend. (26 Responses)	9 / 34.62%	9 / 34.62%	4 / 15.38%	3 / 11.54%	0 / 0.00%	2.96	1.02

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (26 Responses)	12 / 46.15%	12 / 46.15%	2 / 7.69%	0 / 0.00%	0 / 0.00%	3.38	0.64
2. My instructor encouraged critical thinking and/or appreciation for the subject. (26 Responses)	10 / 38.46%	12 / 46.15%	4 / 15.38%	0 / 0.00%	0 / 0.00%	3.23	0.71
3. My instructor used teaching methods that enhanced my learning. (26 Responses)	7 / 26.92%	12 / 46.15%	7 / 26.92%	0 / 0.00%	0 / 0.00%	3.00	0.75
4. My instructor explained the course's content clearly. (26 Responses)	7 / 26.92%	13 / 50.00%	5 / 19.23%	0 / 0.00%	1 / 3.85%	3.08	0.70
5. My instructor used effective examples and illustrations. (26 Responses)	8 / 30.77%	13 / 50.00%	5 / 19.23%	0 / 0.00%	0 / 0.00%	3.12	0.71
6. I would take another course from this instructor. (26 Responses)	8 / 30.77%	10 / 38.46%	3 / 11.54%	5 / 19.23%	0 / 0.00%	2.81	1.10

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- This course is quite difficult while taken online. I think I would prefer to take it in a classroom setting. The material can be a bit confusing so having ample opportunity to ask many questions in person would help. But overall it is a great class.
- I felt that the material on the exams did not match with what was tested on.
- Sometimes the material on exams did not match to the material on notes.
- Sometimes it was difficult to relate practice problems to the test questions. However, the study guides for each exam were super helpful.
- I would say that my only problem with this course is that there were Multiple grammatical errors on the problem sets.
- It seemed like the content in the power points and practice questions had good information but the content was not as helpful for the tests. The graph videos were also difficult to follow.
- Course has helped me think and I have learned a lot while taking this course.
- i understand this is a summer course, so it's going to be super quick. But I think there is soooo much information about this subject that it can't all simply be packed into 5-6 weeks.
- I am not a fan of Cengage, but the instructor did a great job with the videos.
- I loved this course and how effectively it covers the subject at an undergraduate level. I feel like I was challenged enough to learn new things but not completely lost at the same time.
- My main complaint about this course was the essay assignment. The essay is an assignment from a graduate level course indicated by the name of the window when opening the assignment. I assume this is because she forgot to change the name of the pdf. My biggest problem with this paper is that half of the paper does not relate to economics at all. It is strictly about ethics. I have not taken a single ethics class at wtamu and this was not indicated anywhere when signing up for the class. To me, it seems like she ripped this paper from another class and did not adapt it to fit this class.
- I appreciated the notes in the PowerPoint slides and especially liked the opportunity to discuss immigration.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- They book has been invaluable resource for the class, it has most if not all the information covered by exams and homework problem sets. It is not fully through explaining the graphs, as it needs extra material provided by the professor.
- They were fine.
- Highly recommend the book
- The book itself, was easy to follow and read. The exams were in my opinion set up for student failure. When the class average is overall low, that speaks volume and the methodology needs to change.
- The class was laid out in a super simple way to follow and make sure you were completing each assignment and exam on time. Each module had a set of problems and an exam, and then there was 1 paper for the semester. I would not change anything about this.
- I think they were good overall
- The practice problems were very helpful and helped me apply what I learned from the book. However, some of the questions from the exams were worded in a confusing way but I also understand it helped us think deeper about our knowledge in the subject.
- Homeworks are short but the exams are very difficult and sometimes hard to wrap your head around.
- i would say these were pretty difficult. I struggled a lot taking the tests. I probably wouldn't take a class like this again.
- Assignments and exams added value, the ethics paper I felt didn't really apply to international economics but that it rather targetted support for leftist ideas that immigrants should be allowed to cross regardless of law of the land.
- The book is good.
- The book was less helpful than the Professor, which I find to be a common theme for me.
- The book was unescascary as the PowerPoint and videos covered all that was needed. Videos were important for the graphs but theory was covered in the PowerPoint presentations.

Please provide any suggestions for improving this course.

- It would have been nice to hear recorded lectures over the material for the online class. As it is a lot of information to take in at the summer interval of a class. I would also recommend some extra examples provided on graphing. The homework provides some to be worked by the student. I used some additional online resources to help solve some of the problem graphs.
- An extra 10 minutes on the exam would help due to the 2 short answer responses. I found myself guessing last minute because of time.
- Make exam questions less confusing.
- I have no suggestions!
- Changing the wording on the problem sets so that students can better understand.
- I think future students would benefit from practice quiz questions more if they were shorter and more like the questions from the exams.
- Maybe slowing the course down since it is just a summer class.
- I'd take this class and place it into a regular semester, not a summer course.
- More videos would be good
- possibly could provide a better exam review
- I think that a recorded lecture may help past just the overview or the graphs. Dr. Meredith seemed extremely knowledgeable and I would have like to hear him speak more.
- I would suggest changing the essay assignment to something that directly relates to economics.
- I would suggest opening up discussion boards as many topics were interesting, nuanced, and worthy of discussion. These could be for a small grade, no grade, or minor extra credit I'd x percent of class participates in them. I would recommend 2-4 discussion boards given the short duration of the class.

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- The teaching method was straight forward as outlined in the syllabus, the communication was very prompt and thoroughly answered questions pertaining to the class. Just would recommend some more resources provided by the professor, makes the sorting of the material a little easier. Overall I am pleased with the professor and his class for this summer.
- I believe that it would be best if the exam times were extended.
- The instructor's attempt to confuse people in the exam by changing wording etc. seems unnecessary. The goal is to learn the material and objectives, not have students fail in the attempt to decipher his objective.
- The professor was very clear when communicating. He sent out weekly reminders and included dates in the emails saying when each thing was due. He did experiments with the class, gave plenty of examples and notes. I enjoyed the way the professor communicated and the organization of the layout of the class.
- The instructor is good. Even though I have never met him. Just goes a little fast for me being a summer course.
- I won't be taking another class from this instructor.
- Instructor did a great job.
- could do more examples when it comes to graphs and also problems
- Dr. Meredith is highly knowledgeable, responsive, and fair. I greatly appreciated this class.
- Dr. Meredith provided the syllabus before class started, was clear about the class structure, and graded assignments quickly. In online classes it is hard to capture the energy of the classroom. As such, I would appreciate occasional messages on current research papers, news articles, and political debates to relate the theory back into the modern world.

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Name: Neil Meredith

Evaluation Session: Summer 2022

Comprehensive Report for SEM MICROECONOMICS (2022SU1*ECON*6305*70) - Meredith, Neil - Summer 2022

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (37 Responses)	0 / 0.00%	0 / 0.00%	0 / 0.00%	1 / 2.70%	36 / 97.30%	0 / 0.00%	4.97	0.16
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (36 Responses)	13 / 36.11%	20 / 55.56%	2 / 5.56%	0 / 0.00%	0 / 0.00%	1.69	0.58	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (37 Responses)	22 / 59.46%	13 / 35.14%	1 / 2.70%	1 / 2.70%	0 / 0.00%	3.51	0.69
2. Course content was consistent with course objectives. (37 Responses)	20 / 54.05%	15 / 40.54%	1 / 2.70%	1 / 2.70%	0 / 0.00%	3.46	0.69
3. I would recommend this course to a friend. (37 Responses)	15 / 40.54%	18 / 48.65%	1 / 2.70%	2 / 5.41%	1 / 2.70%	3.28	0.78

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (38 Responses)	28 / 73.68%	7 / 18.42%	1 / 2.63%	1 / 2.63%	1 / 2.63%	3.68	0.67
2. My instructor encouraged critical thinking and/or appreciation for the subject. (38 Responses)	24 / 63.16%	13 / 34.21%	0 / 0.00%	1 / 2.63%	0 / 0.00%	3.58	0.64
3. My instructor used teaching methods that enhanced my learning. (38 Responses)	23 / 60.53%	10 / 26.32%	4 / 10.53%	1 / 2.63%	0 / 0.00%	3.45	0.80
4. My instructor explained the course's content clearly. (38 Responses)	22 / 57.89%	12 / 31.58%	2 / 5.26%	2 / 5.26%	0 / 0.00%	3.42	0.83
5. My instructor used effective examples and illustrations. (38 Responses)	23 / 60.53%	13 / 34.21%	1 / 2.63%	1 / 2.63%	0 / 0.00%	3.53	0.69

6. I would take another course from this instructor. (38 Responses)	22 / 57.89%	10 / 26.32%	2 / 5.26%	2 / 5.26%	2 / 5.26%	3.44	0.84
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Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- It feels like you need to have an economics base to be successful in the course, having studied for the course I saw things in the exam that were not in the materials or information that was in the following lessons. Additionally, the instructions for the exercise could be clearer, for a moment in time nobody could find the roles they were assigned, I would suggest making a separate folder in lessons and adding everything that relates to the project.
- Lecture videos were very helpful. The group project was not really related to the course content.
- I liked that the instructor had a video for each class-Powerpoint Video explanation is super important in my view
- the overall content was good and thorough
- Even though this subject is not my best I feel the professor is great at presenting the material!
- I appreciated the recorded lectures to go along with the slide presentations.
- The course material matched the syllabus and the course title.
- This was a good course, however it was overwhelming as a summer course. It required 2-3 hours of work everyday in order to be successful. I am a working mother of 3. I have taken multiple summer courses. I would not recommend this class for summer semester.
- Seemed like something that the instructor has re-used for many semesters without significant changes.
- Great teacher and course!
- Very confusing set up!
- Overall, course was great. It is a tough course to take over the summer if you do not plan your time right. A lot of material covered in the shortened summer session.
- In my opinion this course was definitely full of content that would help anyone understand the world better. I found the content to be very interesting and want to learn more in this area.
- Would like more discussions on current economic events
- No comment
- The course was by far the most organized, transparent, and informative class I have taken at WTAMU. The subject matter was given in multiple formats and extensive real-world examples made theories applicable and relevant.
- I liked the idea of taking up a role of personality to discuss a particular aspect of an economic issue in the world.
- The instructor does provide helpful videos. I appreciate the extra explanations he goes through.
- Challenging taking 3 courses in Summer Term
- This course was difficult for me. It was a huge learning curve having no algebra in 30 years and no economics classes in the past.
- This course was of a great interest.
- I took an economy class 13 years ago so I was very nervous about this course—however, Dr. Meredith provided well organized materials that I could easily understand.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- Book has good review material but the lectures are good enough for exams
- The book was not needed, the lecture videos and class notes covered everything needed.
- The exam questions for this course are very difficult. Even though the teacher shares exercises with solutions, many of them differ a lot from the examples given in the textbook. And require a lot of time and research for the student, not compatible with the timeframe given for the evaluations. There should be additional videos from the teacher explaining the most common and difficult types of exercises.
- All good
- I would like to see less exams and more relevant coursework to real economic issues surrounding us and how they relate to the material. Theory is better when it can be explained in relation to issues that are actually occurring to reinforce learning.
- I used the book for reference and to enhance what was taught in the lectures, although I did not read through the chapters. Would definitely recommend renting vs buying if this is not a core class for you.
- I rented the textbook, since the syllabus emphasized it so much; however, it has collected dust. The PPT slides were sufficient in addition to the practice test questions provided. There were sometimes over 50 pages of practice questions per chapter, which can be overwhelming. Additionally, there was no explanation as to why, which was challenging at

times outside of a traditional classroom setting.

- The material on the exam matched the homework...it was just very tough
- Book was helpful.
- The book has not been necessary so far - the recorded lectures are sufficient to pass the online tests.
- Group project was fun! The content modules were organized and put together very well.
- The lectures and power points are a huge help in the course. I encourage all to watch the lectures and go over your notes. The review/study guide questions really help with the exams as well.
- The book was good - although a bit pricey - and the writing assignment was interesting. The tests were comprehensive and I could have used a little more time on each. Overall, they contributed to course.
- No comment
- The exams combined a perfect amount of critical thinking and calculations while not trying to trick students. They were also reflective of the information in the course material and objectives. I am an audio learner so the video lectures on the slides were perfect for me for studying. I used the book for tests, but mainly used and enjoyed the video lectures. They were clear and concise. I appreciated that they were broken up into bite-size snippets to not be overwhelmed.
- I know much was condensed in a short amount of time for this class but would like to see more of how to compute formulas in the Power Points as a reference.
- Challenging taking 3 courses in Summer Term
- The tests were difficult for me. There was so much to learn from the book, power points and videos, review questions, text review and exam topics to review that I never had enough time to do them all in preparation for the tests. I spent 20-40 hours per week trying to learn the material, but never enough to get it all done.
- The course resources on this subject have substantial information, are easy to understand and great worth.
- The group report seemed complicated to me but the example he gave was helpful to complete it. Also, I like how each section of the project was scored individually.

Please provide any suggestions for improving this course.

- Make the exam questions more objective and straight forward. It seemed like some questions may have been the professor's opinion.
- The length of the lectures are crazy. I have to listen at 2x speed to be able to listen to all the lectures. Working full time, school, and a life does not allow for that long of lectures every week
- Need more time for the exams. 1:30hr is not enough time. Exams are quite difficult. Love the role assignment.
- with technology where it is now, conducting teams or zoom meetings where we can dialogue and discuss live with the professor on lectures, I believe would be great.
- I think it's great as it is!
- The course was overall well done. I would recommend to my peers to not take it during the summer. It was a little fast paced for me, as I have never taken a economics class before.
- It was all good.
- It's fine for a basic requirement.
- More communication from teacher and students! Otherwise class is fine.
- If taking this course over a shortened semester (Summer), I recommend not taking another at the same time. There is a lot of time that needs to be dedicated to the course.
- The course is content heavy, so I would have preferred more frequent tests or quizzes with less content to provide slightly more time to digest the information - especially during the summer.
- No comment
- I didn't get much value from the group project, although I appreciate the relevancy and timely manner of the content. I think a project analyzing real-world data of a firm would better reinforce the course outcomes.
- The course topics were sound. Many of the computations from the test files need to be in the instructional videos so that we can here the rationale as it's explained in finding the answer.
- My response may be somewhat tied to taking the course in the summer. The study time far exceeds 20 hours a week to be successful on the exams. There are way too many sample exercises to review and fully understand (50-70 pages per chapter w/ 3 chapters a week). I get stuck on some and then it takes me even longer to try and figure out how the answer is calculated. I believe strongly in reviewing and understanding the information provided by instructors, so this is frustrating.
- I might have done better in this class with some homework to apply the information and get verification of results prior to testing.
- None
- Every material he provided was helpful, however, it was so many for the summer semester.

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- The lecture videos were very helpful. Videos of practice problems would have helped a lot too.
- Well done
- in short less exams, more concept development and zoom or teams meetings. everything else is great, this is one of my favorite professors at WT
- Love the different methods of learning.
- Communication and expectations were clear. Grading was prompt and fair. The blackboard page was organized. I have no complaints.
- It was all good.
- Proofreading for typos might be a good improvement, especially if the course is fairly hands-off and gets reused frequently.
- Very straight forward and great communication.
- The instructor was great. Very responsive and provided very good lectures.
- Dr. Meredith has been one of the most responsive instructors I've had. He is quick and responsive to e-mails and generous with his time if you want to meet and discuss anything.
- No comment
- I couldn't be more impressed with the fluidity of the course and the presentation of the material. Constant updates and reminders, as well as the use of modules, made the four-week class manageable. The video lectures were great, providing proofs for theories, examples for everything, and clear explanations. It is clear that Dr. Meredith is passionate about teaching and extremely knowledgeable about Microeconomics.
- No real complaints. Maybe, less drinking, clearing of throat and swallowing noises in the videos.
- Focused practice exercises.
- I really like Dr. Meredith, but I had trouble with his fast verbal pace and verbal filler usage, when trying to understand the information. I used the transcript tab to allow me to understand him better and the information is there, but I would read some of it multiple times to determine the important information.
- Thank you for being part of your class.
- Dr. Meredith is such a very generous person. During my first exam, I got into trouble with my internet connection and he gave me another chance to cover it. That is why I could get a good score. He always answers very quickly and nicely whenever I ask something. I really appreciate Dr. Meredith.

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Name: Neil Meredith

Evaluation Session: Summer 2022

Comprehensive Report for ECON/HLTH/MED CARE (2022SU1*ECON*6370*70) - Meredith, Neil - Summer 2022

Question	Freshman	Sophomore	Junior	Senior	Graduate	Other	Mean	StDev
. Are you: (20 Responses)	0 / 0.00%	0 / 0.00%	0 / 0.00%	1 / 5.00%	19 / 95.00%	0 / 0.00%	4.95	0.22
Question	A	B	C	D	F	Mean	StDev	
. Your grade expected in this course: (20 Responses)	11 / 55.00%	8 / 40.00%	1 / 5.00%	0 / 0.00%	0 / 0.00%	1.50	0.61	

COURSE QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. This course increased my knowledge of the field. (20 Responses)	11 / 55.00%	9 / 45.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.55	0.51
2. Course content was consistent with course objectives. (20 Responses)	10 / 50.00%	10 / 50.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.50	0.51
3. I would recommend this course to a friend. (20 Responses)	8 / 40.00%	12 / 60.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.40	0.50

INSTRUCTOR QUESTIONS

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Mean	StDev
1. My instructor communicated effectively with students. (20 Responses)	12 / 60.00%	8 / 40.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.60	0.50
2. My instructor encouraged critical thinking and/or appreciation for the subject. (20 Responses)	13 / 65.00%	6 / 30.00%	1 / 5.00%	0 / 0.00%	0 / 0.00%	3.60	0.60
3. My instructor used teaching methods that enhanced my learning. (20 Responses)	9 / 45.00%	10 / 50.00%	1 / 5.00%	0 / 0.00%	0 / 0.00%	3.40	0.60
4. My instructor explained the course's content clearly. (20 Responses)	9 / 45.00%	11 / 55.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.45	0.51
5. My instructor used effective examples and illustrations. (20 Responses)	9 / 45.00%	11 / 55.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.45	0.51
6. I would take another course from this instructor. (20 Responses)	10 / 50.00%	10 / 50.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	3.50	0.51

Please provide comments related to this course. Comments might relate to the course's content, subject matter, or relevance.

- Interestingly, the material in this course appears to strongly favor regulation because the textbook has not learned the lessons of public choice. There is a strong belief that the government regulations in question will often lead to good results.
- Great course with a great insight into the economics on the health industry.
- Economics in general, and especially with the nuances of health care, is complicated. I appreciate how Dr. Meredith has made it understandable.
- This was my first economics class since high school so it was tough for me. I didn't understand any of the content until I used my resources.
- Need better presentation videos with less errors.
- The course was well organized, educational, and easy to follow. Subject matter was very interesting and relevant.
- Slides and lectures were very detailed and provided real world examples.

Please comment on the value of books, homework, papers, examinations and other relevant course resources.

- Book was helpful, but I would list it as optional because the instructor says the lectures and practice exams are the most helpful.
- Book was helpful, instructors notes helped more.
- By far, the lecture videos and power point notes have been the most helpful. I started with the book, but Dr. Meredith explains the concepts better.
- The book was helpful but I think the PowerPoints helped me a lot.
- Fair.
- The exams reflected what was taught in lectures.
- Book was helpful since some exam questions were found in there. Love the video lectures.
- The exams were relevant to the materials studied.
- books not needed.
- slides were excessive with too much detail and too many pages for a summer course

Please provide any suggestions for improving this course.

- I would take out one exam and just make them all count, which leaves more time to write a good paper.
- As a summer course, it is more difficult due to trying to study and finish the paper. I would strongly recommend this course to other students, maybe not as a summer class due to the paper due. In my opinion for a true analytical paper you should use more than a month and not have to rush the paper while studying the chapters to pass the class. Just my opinion.
- I think less videos for each chapter would improve the course.
- Include homework as a percentage of the grade.
- No suggestions, I enjoyed this course.
- none.
- perhaps make the practice quizzes one or two more questions longer to get a better grasp on the material?
- less material for summer courses

Please provide comments related to this course's instructor. Comments might relate to the instructor's teaching methods, organization, communication and assessment of course objectives, and/or suggested improvements.

- Teacher gives great communication and material is great for the tests
- Dr. Meredith is excellent at communicating with the class. I appreciate timely notifications and recording of grades so I know where I'm at with the course.
- Dr. Meredith and I had a face-to-face meeting and he really helped me a lot. I was having trouble, and he recommended me a few things to do better so that I can become successful in his class. He really does care about his students!
- Please clean up and updated presentation videos.
- Instructor's lectures were easy to follow and informative. Expectations and deadlines were communicated effectively.

- Please add more opportunities to earn points. I do not feel prepared or knowledgeable enough to write this paper that is a large chunk of our grade. I appreciate simple structure of the course, professor's communication and that we can drop one exam.

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