Teaching Statement

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My research asks how people respond when a policy changes their access to something, such as a cannabis market in the next state or a bed in a psychiatric hospital. I teach the way economists make decisions, at the margin: small changes, each checked against what just happened. My students have other courses and jobs, and I usually cannot tell what is not working until they show me, so I rely on six practices, whose initials spell MARGIN, that use their time well and show both of us early when something is going wrong.

I taught Intermediate Microeconomic Analysis (ECO 146) online as an Adjunct Professor at Lehigh in Summer 2026, and I will teach Econometric Software (ECO 301/403) in Spring 2027. As a teaching assistant I led recitations in Principles of Economics from 2022 to 2024 and again this fall, led recitations in Introduction to Finance in 2024 and 2025, and assisted in Statistical Methods in January 2026. I also gave a guest lecture in Introduction to Health Humanities at Moravian University.

Make it concrete. New ideas start from prices students pay every day. In the second ECO 146 lesson, students turned the nominal price of a $12 sandwich into a real price. On Problem Set 1 they did the same calculation for a $90 textbook rental and decided whether it had become more expensive.

Attempt first. Every ECO 146 lesson ended with a short exercise that students answered before I showed a solution, and the same skill came back on a graded problem set later that week with new numbers. In recitation I pose a problem and give two to three minutes of thinking time before I call on anyone.

Release the steps. When a topic is new, I solve a complete example and show every step. Then I hand more of the steps to the students. Problem Set 2 walked through a market demand problem in six numbered steps. On the midterm, a similar problem gave only four prompts, and students supplied the missing steps themselves.

Get every voice. I use name cards until I know every student, because in a weekly recitation it is easy to learn only the names of students who speak up. After the thinking time I call on students at random, and a student who is unsure can ask a classmate nearby to answer. One student wrote that “he even knows all of our names which a lot of TAs don’t know.”

Inspect the reasoning. After the first ECO 001 quiz this fall, I gave students a few minutes in recitation to work out why they had lost points and which chapters gave them trouble. Several shared their answers, and my review started from what they said. In office hours I ask students to explain their reasoning first, find the wrong or missing step with them, and then guide them to finish the problem. A student in Introduction to Finance wrote that when they wanted to go over an exam, I “made time that exact day.”

Nudge and adjust. After a hard topic, my follow-up message tells students exactly what to review, for example the meaning of elasticity and the midpoint formula, and reminds them of extra office hours before the quiz. Most ECO 146 assignments were graded automatically, so I could see within a day how students had done. The midterm and the problem sets showed two weak spots: drawing graphs and the calculus behind optimization. I gave both more time in the remaining lessons and pointed students to a four-page math toolkit I had written for the course.

As a recitation leader, I found that first-year students in Principles of Economics mostly struggled to understand a concept and to see when it applies. Students in Introduction to Finance usually understood the idea but lost track in the calculation, and in my first semester with that course, Fall 2024, I did not give them enough help with it. Before the spring I rewrote my recitation slides with fully worked solutions that

explain the reasoning behind each step, and I added a short calculation exercise for every major concept. My evaluations improved noticeably that spring and ended above the university average. In Principles of Economics, my recitation evaluations were 4.61 in Spring 2024 and 4.54 in Fall 2022, compared with university averages of 4.31 and 4.39.

With AI in the room. This fall I am in the AI Innovator Track of Lehigh's Strategic Methods for AI-Responsive Teaching (SMART) program, where I designed an activity on tax incidence and used it in my ECO 001 recitations. Students first draw and label a tax-incidence diagram without AI and explain who bears more of the tax. Next comes an AI answer, which they check claim by claim against their diagram; they correct its errors and revise the prompt so the AI must use relative elasticity. The last step is a new scenario that they solve on their own before comparing their answer with an AI's. The activity is low stakes, and students who use their own AI tool record the tool, their prompts, and how they checked the answer. I plan to use similar steps in Econometric Software, which builds on the statistics students already know and moves from describing data to regression, hypothesis testing, and simple prediction methods. Python handles the prediction material well, and one language per course lets students go further with it, so the course will use Python; the same material works in R or Stata.

In October 2026 I completed Creating a Productive Learning Environment, a seven-module course in the Effective Teaching Practices program of the Association of College and University Educators (ACUE), and I expect to finish the full 25-module program in May 2027. Thinking time, random calling, and the post-quiz reflection all draw on that course.

Mentoring. I came to economics through an undergraduate degree in business administration and a master's degree in applied economics, so I enjoy talking with students who are still working out where economics fits in their plans. I have advised master's students on using Stata and ArcGIS in their projects, written a recommendation letter for an undergraduate, and supervised a high school student who helped collect background material for one of my research projects. In a department, I would like to supervise undergraduate research with public health and policy data and help advise students on courses and careers.

Courses I can teach. I can teach microeconomics, macroeconomics, and managerial economics; statistics, econometrics, econometric software, data analytics, and program evaluation; field courses in health economics and policy, public economics, industrial organization, and labor economics; and finance courses, including principles of finance, corporate finance, financial economics, money and banking, and health care finance. I am prepared to teach at the undergraduate and master's levels, in person or online, and I would like to develop a new course, Evaluating Health and Substance Use Policy with Public Data.