

Teaching Portfolio

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I. Teaching Statement

When I first started my Ph.D. program, I worked as a teaching assistant for principle-level economics courses. Most students in these courses lacked prerequisite knowledge. I was stunningly upset to find that students were sitting in the classroom with low spirits. After building good relationships with them, I found three reasons why students lost their interest. First, students were bored with the classical lectures. In their early school years, the passive reception of knowledge gradually killed their passion. Second, they felt not well catered to. Too much jargon, intensely dry knowledge and lack of consideration of their struggles caused great difficulties. Lastly, the class appeared to some students as an unavoidable burden, a “must” that they had to put up with to get their diploma. I felt sad to observe that students came into the class with such a mindset. When I had the opportunity to teach my course independently, I aimed to make the skills and knowledge gained from my course contribute to the competency of my students by reforming the old dull teaching patterns.

The key philosophy behind this reform is to develop their learning initiative. The efficiency of teaching and learning becomes much better after students find their own motivation to study. Considering the long-term influence on students’ academic and professional lives, it is well worth the effort to develop the initiative, which converts students into life-long learners.

The first point to achieve the goal is to have an accurate expectation for students. Without that, the course could be either too disinteresting or too challenging. Either way is hard for students to follow, not to mention developing the learning initiative. In my Math Econ class, most students were economics majors. They had some primitive understanding of economics and most of them were taking other intermediate-level economics courses in the meantime. Therefore, I perceived that math was the challenging part and economics was what retained interest. I set my class based on this expectation. The focus of this course is adjusted accordingly, which is to develop their ability to solve economic problems by experiencing how to reproduce familiar economic results with necessary math. For instance, I went over the solutions of OLS parameters and Marshallian demand to illustrate unconstrained and constrained optimizations. As I emphasized, students should always check their math results with their economic intuition, which strengthened the mastery of both. Though the math was challenging, the intuition from principle-level economics can assure that students were on the right track. Therefore, the course, even with some challenges, was manageable. Such a course with reasonable expectations gradually established confidence and fostered interest.

The students in my principles of macroeconomics course were significantly different. They came from diverse majors and they were less trained in economics. There were higher rates of military cadets and student-athletes, who often had less time to study after class. Aware of this, I set a different goal for this course, which was to introduce economics in a “first-learner friendly” manner. Even those who had never learned economics could easily follow the lectures and participate in class discussions. As I told students in the first lecture, I would like everyone to enjoy the dialogical lectures as if we were having a talk show. To ensure good understanding, all the important knowledge points were explained by clear definitions, graphs, and most importantly, interesting examples and current events. With all these, students were very engaged throughout the semester, which was crucial to develop their initiative of learning.

Intriguing examples were my key to arouse interest and curiosity. The class was never dull after showing the connection between the content and real life. For instance, when covering the concept of price ceiling, after introducing the definition and the consequences (shortage and deadweight loss), I asked students to provide examples. A student came up with the textbook answer, rent control. He was so sure about this answer but did not expect that I would give them a long extension. When I explained the deduction of deposits, long waitlists, and high application fees were possible consequences of rent control,

many students nodded. The understanding of control was further enriched when I introduced the planned economy era of China as an extreme example, which was also a review of the planned economy concept. An exciting discussion followed as students led the topic into a debate over a philosophy question, collectivism versus individualism. Moreover, I wrapped up the extension with the salary cap in the NBA teams as another example of the price ceiling, which was additionally relatable to those interested in sports. Overall, I gave students great fun by leading them through economic issues and taught them never to limit themselves to the textbook answer.

This is how my lectures went. In each session, I design two or three discussion topics relevant to the lecture content for students to share their thoughts. Some questions from students might develop into a class-wide discussion. Knowing the availability of extra credit for class contributions, students would occasionally compete for the chance to speak. This gradually developed their habit to ask questions, stay curious, and discuss without the fear of making mistakes. Eventually, students start to take the initiative to explore by themselves.

I am always prepared for students who have a passion to explore. For example, when covering the concepts of foreign trade and the exchange rate, students were interested in my opinion on why China did not stop the manipulation of the exchange rate, although strongly condemned. In response to their curiosity, I provided my answer from the perspective of a Chinese scholar. I described to my students a big picture of the Chinese economy and informed them that manipulation on the exchange rate seemed to them a single matter but in fact, it was not. The whole export-oriented economy depends on a low exchange rate to main its vitality. I “preached” to them about not hastening to a conclusion before having a thorough understanding. Students learned to think rigorously from this exploration.

Additionally, students were keen to hear more about the current trade war. Instead of answering them directly, I assigned an extra-credit paper. For this paper, I advised research on, but not limited to, the “plaza accord”, a treaty under a similar trade war context. Students were further motivated to develop independent study skills while experiencing how their interests bore fruit.

On top of all the incentives I provided for advanced students, I offered care to students who struggled. My response to students' requests for "clear ideas of each class" was to put an outline on the side of the board. This visual guidance benefited the whole class. I also sought to avoid confusion by giving students ample time to ask questions and think over. For instance, in the math econ class, students were assigned in-class practice questions to work in groups. I went around answering their individual questions to guarantee that all students understood well. Also, I posted a lecture summary on HuskyCT (an online platform powered by Blackboard) each week. These summaries contained knowledge points and practice problems with corresponding pages in the textbook. Beyond the online materials, students could always find me during my office hours and by appointment. I gave students a clear message that I would like to leave no one behind. This gave students hope and encouraged everyone to keep trying.

Economics is founded on an analysis of the real world. This was highlighted in all the courses I taught. In my math econ class, I passed onto students the message that we were not simply answering math questions, we were making economic findings. The comparative static analysis was not merely rearranging total differentiations, but to discover the relationship between two economic factors with rigorous math inductions. This excited students. When students found how climate change and entry decisions of farmers might influence profit, and how the amount of prize money changes the contest intensity of sports games, I saw passion sparkling in their eyes. Students gained interest beyond the math econ class from the introduction of my research (in IO, sports economics and environmental economics). They discovered more fun from exploring economics as a highly practical discipline.

Interested in my research, many students visited me after class for advice on choosing a major, applying to graduate schools, and doing research. I successfully nominated a student to win an excellent student award. Several students were interested in my opinions on other economic issues. I was once asked to hold a seminar about the Chinese economy, and one student even volunteered to be my research assistant. I also opened book lists for several students who had an interest in a specific field. I always treasured these good mentoring relationships and I found when a good relationship extended to the class, the class chemistry improved.

Overall, I am a junior lecturer with substantial passion in my teaching profession. From my lectures, I expect to develop good relationships with students and sustain an inclusive class environment. I provide students with well-designed and interesting lectures, which are supported by sufficient study materials. I am willing to make adjustments to cater to students' needs. The delivery of knowledge is the rudimentary teaching goal. My teaching also severs higher-level goals including fostering interest in economics and assisting good character development.

II. Responsibilities held

I was a teaching assistant from Fall 2014 to Fall 2018. My responsibility in this role was to lead three discussion sessions each semester starting with Spring 2015 and then from Spring 2016 to Spring 2018. Since Fall 2018, I have been independently teaching my own course. I taught Mathematical Economics in Fall 2018 and Principles of Macroeconomics in Spring 2019 and Fall 2019. For the two semesters of 2019, I also served as an adjunct lecturer on regional campuses.

As a Teaching Assistant

My duty was leading discussion sessions. In the fifty-minute session, I went over the major knowledge points that students had learned in their main class. I illustrated these knowledge points with examples and practice questions. I organized in-class discussion and problem-solving tasks. Other duties included, but were not limited to, holding office hours each week, checking attendance, handing out in-class quizzes and then discussing them, and sitting in the 300-student main class and helping with class setup and management. For the semesters in the school years of 2016 and 2017, each semester I advised students with three or four executive summaries about a book chapter or news articles. There were 35 students in each discussion session, and I was responsible for three sessions each semester.

As an Instructor of Record

As an instructor of record, I had the full responsibility for the class I taught. My responsibilities included choosing the course materials, setting up the online platforms including HuskyCT and MyEcon Lab, preparing course syllabi, designing exams, and preparing and grading assignments including practice problem sets, quizzes, and an extra-credit paper. In addition, I offered supplemental materials such as on-board class outlines, weekly lecture summaries, and practice exams. I mainly used the class board which gave students more time to respond than going over slides. But for some specific topics, I used videos and animations for illustration, which made the course more interesting. I held office hours and I was also available by appointment. Students were welcomed to bring any economics questions or general academic questions such as choosing a major and applying to graduate schools. The responsibilities were similar for the adjunct lecturer jobs in Spring 2019 and Fall 2019.

III. Sample Syllabi

Syllabus for Fall 2018

**Economics 2301
Mathematical Economics
Oak Hall 105
MW 16:40-17:55**

Roderick Jun He

Jun.he@uconn.edu

Oak Hall 317

Office Hours: MW 18:00-19:00 pm and by appointment

Required Text:

Fundamental Methods of Mathematical Economics, 6th Edition (2005)

Chiang, A. and Wainwright, K.

ISBN: 9780070109100

Supplemental learning materials will be posted on HuskyCT.

Prerequisites:

ECON 1200 or both ECON 1201 and 1202, and MATH 1071Q or 1100Q or 1121Q or 1131Q.

A good mastery of partial and total derivative, total differentiation and matrix algebra makes it easier to follow the pace of this course.

Course Description

This course covers the mathematics needed to develop and solve theoretical models in micro, macroeconomics and econometrics. Thus, the focus is on how economic theory is made precise through the application of mathematical techniques such as differential calculus and matrix algebra. Students will learn about the comparative static techniques used to derive testable predictions from theoretical models. Familiarizing the math techniques is necessary, but the emphasis of the course is to develop the mindset for setting up an economic model that addresses the question or problem at hand.

Learning Objectives.

I aim to develop the ability to answer economic questions through math modeling. Besides, through the elaboration of economic theories by detailed math inductions, I aim to dismiss the fear in both math and economics. Having experienced solving close-to-life economic problems, students are expected to develop strong intuitions and interest in economics.

By the time students finish this course they should be able to:

1. Understand how mathematics is used to develop, solve and interpret economic models
2. Apply the understanding of class material into creative, independent problem solving
3. Work through problems in collaborative and individual settings

Grade Policy

Problem sets (30%)

Problems sets will be assigned periodically during the course. They will consist of both economics and math problems to enhance your understanding of the course material. There are 7 times of problems in total. Two of the lowest score will be dropped. Thus, the remaining 5 times will count 5% each towards the final grade. Collaborative work is allowed but you have to hand in your own work with printer name and date.

Midterm (40%)

There are two midterms. Each of them counts 20% towards the final grade. I will announce the content to the exam in class. Practice exams will be posted one week prior to the exam date to favor your review. No calculators are allowed during exams and academic misconduct is strictly prohibited.

Final exam (30%)

I will provide a practice exam for the final. The final exam is cumulative with the emphasis to test your mastery of math modeling under economic context.

There are plenty of *extra points* available in your exams. If you have made enough extra points in your first two exams, you have the option to drop the final. In addition, you can also earn extra credits (up to a complete letter grade) with active class participation such as asking questions and solving problems on the board.

Course Policies

- Attendance is not mandatory but highly recommended. Missing classes expose you to the higher possibility to follow the future classes. If you have to miss class, please request the notes you missed from your classmates. You are strongly suggested to seek assistance from me during office hours to catch up with the content.
- Problem sets need to be handed in either during class time or placed in my mailbox by the end of the due day. No email submissions accepted.
- Cell phones are not supposed to be used in class. If you need to make/receive a call, please step out of the classroom.
- Computers are only allowed for taking notes, although I highly suggest taking notes with pen and paper. Please do not use your computer for personal reasons (online shopping, checking email, watching YouTube, etc.) during class.
- Any disputes over grading should be submitted within a week after the grade posted. Disputes submitted later than that will not be accepted
- No make-up midterm exams are allowed unless adequate reason supported by official documentation. You should inform me as soon as you know that you have to miss the exam.
- If exams are piled up in the exam day or you have a time conflict, you should inform me to obtain permission to schedule a make-up exam.
- Any request to reschedule exams due to a foreseeable reason should be submitted for consideration at least seven days ahead of the exam.
- You should consult with me if you have a need for a late-drop or any changes with the registration status of the class after the first two weeks.

Supportive Resources

The Economics department offers free tutoring. However, I strongly suggest that you consider me as the primary resource for assistance and make an appointment. When scheduling an appointment, if you can email with specific questions or confusion, the efficiency of our meeting will be greatly improved.

Tentative Course Outline

Week 1-Week 5 (Solution to linear model)

- Introduction to math econ
- Matrix algebra
- Matrix properties
- Linear models and application

Midterm 1 (3rd Oct)

Week 6- Week 10 (Static Analysis)

- Derivative, differentiation and comparative static analysis
- Multivariate calculus
- Comparative static analysis

Midterm 2 (7th Nov)

Week 11- Week 15 (Optimization)

- Derivative test and optimization
- Multivariate unconstrained optimization
- Constraint in optimization
- Multivariate optimization with constraint
- (Further topics in economics)

Final (12th Dec)

This tentative schedule is subject to change. I will post weekly lecture summaries for your reference.

For HuskyCT Support:

Digital Learning Center, Level One of Homer Babbidge Library.

Phone: (860) 486-1187

Website: <http://dlc.uconn.edu>

Accommodations:

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu.

Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu

Student Responsibilities:

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview of important standards, policies, and resources.

Copyright:

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Final grade reference chart

Final grade >=	<	Letter grade
92.0		A
90.0	92.0	A-
88.0	90.0	B+
82.0	88.0	B
80.0	82.0	B-
78.0	80.0	C+
72.0	78.0	C
70.0	72.0	C-
68.0	70.0	D+
62.0	68.0	D
60.0	62.0	D-
	60.0	F

Student Code:

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://www.community.uconn.edu/student_code.html), available at http://www.community.uconn.edu/student_code.html. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Netiquette and Communication:

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course:

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the Undergraduate Catalog.

I strongly suggest that you discuss with me about late drop before you take the official procedures.

Final Exam Policy

In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessments during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the Office of Student Support and Advocacy (OSSA). If permission is granted, OSSA will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.

Policy against Discrimination, Harassment, and Related Interpersonal Violence:

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities:

Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports when the participation is at the request of or coordinated by, a University official. Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of the Dean of Students.

Syllabus for Spring 2019

ECONOMICS 1202-N60

Spring 2018

PRINCIPLES OF MACROECONOMICS

Instructor: Jun He

Office: 306 ACD

Class Hours: Tu, Th 11:00-12:15

Office Hours: Tu, Th 10:00-11:00, or by appointment

Location: 211 ACD

E-mail: jun.he@uconn.edu

Credits: 3

Prerequisites: Not open to students who have passed ECON 1200

Required Readings:

Students are required to subscribe to the Myeconlab online resource and homework system. This online system includes an e-text version of *Principles of Macroeconomics* by Glenn P. Hubbard and Anthony P.

O'Brien, Pearson Publishing, 7th Edition, 2018, ISBN: 9780134738314. HuskyCT will provide instructions for setting up and using Myeconlab.

You can purchase an access card for Myeconlab and an e-version of the text from the [UConn Bookstore](#). You can also buy an access card bundled with a loose-leaf paperback version of the textbook if you wish to have a printed book in addition to the e-text. You can purchase Myeconlab separately and then purchase a used book as well. You can buy either version of the text at a discount directly from the publisher.

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Required course materials should be obtained before the first day of class.

Course Description:

This course is an introductory course in Macroeconomics. We will study the aggregate aspects of the economy. The course will introduce you to concepts like GDP, national income, aggregate demand, aggregate supply and certain open economy concepts like the exchange rate. We will also learn about the purpose, limitation and the impact on the economy from the “macro” policies such as fiscal and monetary policy. We will apply the knowledge of macroeconomics to interpret contemporary news like the trade war and historical events like the “plaza accord”. I will sparkle your interest in economic storytelling and critical thinking.

Course Description:

By the end of the semester, students should be able to:

1. Explain scarcity, opportunity cost, comparative advantage, specialization, and the role of marginal cost and marginal benefit analysis in economic decision-making.
2. Identify the determinants of market supply and demand, demonstrate the effect of shifts in supply and demand on equilibrium price and quantity, and discuss the implications of varying levels of price sensitivity on economic outcomes.
3. Recognize how the macroeconomy is measured, including gross domestic product, inflation, and unemployment. Students should learn how to identify the various types and causes of unemployment.
4. Understand the determinants of long-run economic growth and short-run economic fluctuations through, among other things, the model of aggregate demand and supply.
5. Understand the structure of financial systems and how the monetary system of the U.S. works.
6. Understand the role, meaning, and limitations of Fiscal and Monetary Policy
7. Explain how or why currencies appreciate and depreciate in the foreign exchange market and the significance for an economy and generally the impact of an “open economy” on fiscal and monetary policy.
8. Explain the economic consequences of tariffs and quotas, and how the impacts of the trade restrictions on an economy.

Course Grading and other Requirements:

Grades will be based on the following components:

- 1) Graded homework assignments on Myecon Lab (20%)

- 2) My Econlab quizzes (15%)
- 3) Midterm exam (30%)
- 4) Final exam (30%)
- 5) Class Participation (5%)

You are responsible for submitting all your online assignments on time.

Homework and quiz are posted once per week. All homework and quizzes will be due at 11:55 pm on the due date of the assignment. The two lowest quiz grades and the two lowest homework grades will be dropped.

Any problems should be reported within a week after the due date. Any reports later than that shall not be accepted.

Depending on the class performance, your final grades may be curved.

Course Topics:

Part 1: Introduction

Week 1: Introduction & Trade and Comparative Advantage

Chapters 1 & 2

Week 2: Supply and Demand

Chapter 3

Week 3: Economic Efficiency, Government Price Setting, Taxes, and Health Care

Chapters 4 & 5

Part 2: Firms in the Domestic and International Economies

Week 4: Chapters 6 & 7

Part 3: Macroeconomic Foundations and Long-Run Growth

Week 5: GDP

Chapter 8

Weeks 6: Unemployment and Inflation

Chapter 9

Weeks 7: Chapters 10 & 11

Midterm Examination Date: March 14

Part 4: Short-Run Fluctuations

Weeks 8: Chapters 12 & 13

Part 5: Monetary and Fiscal Policy

Weeks 9: Chapter 14

Weeks 10: Monetary Policy

Chapter 15

Week 11: Fiscal Policy

Chapter 16

Week 12: Inflation, Unemployment, and Federal Reserve Policy

Chapter 17

Week 13: **Spring Recession**

Part 6: The International Economy

Week 14-15: Chapter 18 and 19

Final Examination: May 7th

The above is a *tentative* (subject to change) list of the concepts, topics and reading assignments from the textbook. Please check HuskyCT frequently for messages and announcements.

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Available Resources:

I am more than willing to answer your questions by in-person meetings during my office hours or by appointment, but you should email me with specific requests. You can also seek help from the free tutor provided by the Academic Center. Please email Dr. Rebecca Troeger at Rebecca.troeger@uconn.edu or call her at (860) 405-9201 for detailed information.

For HuskyCT Support:

Avery Point Academic Center, AveryPointAcademicCenter@uconn.edu, Academic Building, Room 107, phone: (860) 405-9085.

Accommodations:

Students requiring classroom accommodations should meet with the Director of Student Services to discuss options. The Center for Students with Disabilities website provides information about available accommodations and the process to register for accommodations.

Contact:

Trudy Flanery

Branford House, room 306

(860) 405-9024

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Grading Scale:

The course grading scale is as the following:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

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behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

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IV. Student Evaluations

The table below summarizes students' evaluation of my lectures. It includes the semesters when I worked as an instructor of record and adjunct lecturer. Students rate the instructor and the course on a 5-point scale and the table reports the medium value of grades.

Questions	Fall 2018 (Storrs)	Spring 2019 (Storrs)	Spring 2019 (AveryPoint)	Fall 2019 (Waterbury)
What is your overall rating of the instructor's teaching?	5.0	5.0	5.0	5.0
What is your overall rating of the course?	5.0	4.5	5.0	5.0
The instructor presented the course material clearly.	5.0	4.0	5.0	5.0
The instructor was well prepared for the class.	5.0	5.0	5.0	5.0
The instructor responded to questions adequately.	5.0	4.0	5.0	5.0
The instructor stimulated interest in the subject.	5.0	5.0	5.0	5.0
The instructor showed interest in helping students learn.	5.0	5.0	5.0	5.0
The instructor gave clear assignments.	5.0	5.0	5.0	5.0
The instructor was accessible to students.	5.0	5.0	5.0	5.0
The instructor gave useful feedback on my performance.	5.0	5.0	5.0	5.0
The instructor returned graded work in a reasonable amount of time.	5.0	5.0	5.0	5.0
The instructor used class time effectively.	5.0	4.5	5.0	5.0
The instructor treated all students with respect.	5.0	5.0	5.0	5.0
The instructor graded fairly.	5.0	5.0	5.0	5.0
The instructor's teaching promoted learning.	5.0	5.0	5.0	5.0

The following table shows students' evaluation of the course design.

Questions	Fall 2018 (Storrs)	Spring 2019 (Storrs)	Spring 2019 (AveryPoint)	Fall 2019 (Waterbury)
The methods of evaluating student learning seemed appropriate.	5.0	4.0	5.0	5.0
The course content was well organized.	5.0	5.0	5.0	5.0
The course objectives were clear.	5.0	5.0	5.0	5.0
The course objectives were met.	5.0	4.5	5.0	5.0
The textbook made a valuable contribution.	5.0	5.0	5.0	5.0
The other course materials made a valuable contribution.	5.0	5.0	5.0	5.0
The pace of the course seemed appropriate.	5.0	5.0	5.0	5.0

Selected Comments:

I found the course to be my favorite part of this semester. The course material was both interesting and challenging and I wish that I had more time with Jun He for not only because of his incredible teaching methods but the chemistry he created with the class. I felt so engaged with the course I feel like I have found my academic niche and wish to pursue a background of studies focused around macroeconomics.

The most positive aspect of the way in which this instructor taught this course was that he is passionate about what he is doing so we can be able to ask questions and talk about the topic in a pleasing way.

Related class to real-life examples and situations to keep it interesting and keep class interactive. Provided supplements to study.

(Jun) truly cared about students. did anything possible to help us students and really wanted us to enjoy our time and succeed. one of the most caring professors I have had.

Although there is a lesson plan for each week the teacher is very willing to incorporate any questions into the lecture that students may have and show their relation to the current topic, makes students comfortable asking/ responding to questions in class He talked about his homeland in china which was interesting and fun to learn.

I found that the class ran smoothly and cannot think of solutions to improve it.

Although there is a lesson plan for each week the teacher is very willing to incorporate any questions into the lecture that students may have and show their relation to the current topic, makes students comfortable asking/ responding to questions in class.

Jun He taught in a way that stimulated interest in the subject. He tried to make the class more conversational than just lecturing and taught everything in a very simple, easy to understand way.

He is a great teacher that takes into account the hardships we go through during college and is very good at making sure we understand the material before moving on to new topics.

Jun He really cares about his students and wants them to learn and understand the material. He encourages questions and always does his best to make sure students understand what is going on. He is also a great guy and makes the class a comfortable place.

I liked how the link between math and economics was made clear, I also think Jun drew that connection exceptionally well.

V. Provost's Recognition for Excellence in Teaching

I received recognitions for four semesters, including Spring 2017, Spring 2018, Fall 2018 and Spring 2019.



June 28, 2019

Jun He
Economics
Unit 1063

Dear Jun:

We write to congratulate you on your recent teaching evaluations. You are among a select group of Teaching Assistants who excel in teaching, and we are delighted to recognize your achievement. Excellence in teaching involves the successful engagement of our students by instructors who foster a spirit of inquiry and intellectual curiosity. We are very proud of our innovative teachers who achieve excellence in teaching and consistently seek new ways to instruct our students.

We commend you for your success and hope that you will continue to excel in teaching. Thank you for making such an important contribution to the teaching mission of our great university, and keep up the outstanding work.

Sincerely,

A handwritten signature in black ink that reads "John A. Elliott".

John A. Elliott
Interim Provost and Executive Vice President
for Academic Affairs
Auran J. Fox Chair in Business

A handwritten signature in black ink that reads "John C. Volin".

John C. Volin, Ph.D.
Vice Provost for Academic Affairs

c: D. Glasberg
C. Kao

February 25, 2019

Jun He
Unit 1063

Dear Jun:

We write to congratulate you on your recent teaching evaluations. You are among a select group of Teaching Assistants who excel in teaching, and we are delighted to recognize your achievement. Excellence in teaching involves the successful engagement of our students by instructors who foster a spirit of inquiry and intellectual curiosity. We are very proud of our innovative teachers who achieve excellence in teaching and consistently seek new ways to instruct our students.

We commend you for your success and hope that you will continue to excel in teaching. Thank you for making such an important contribution to the teaching mission of our great university, and keep up the outstanding work.

Sincerely,



Craig H. Kennedy, Ph.D.
Provost and Executive Vice President
for Academic Affairs



John C. Volin, Ph.D.
Vice Provost for Academic Affairs

c: D. Glasberg
C. Kao

May 31, 2018

Jun He
Unit 1063

Dear Jun:

We write to congratulate you on your recent teaching evaluations. You are among a select group of Teaching Assistants who excel in teaching, and we are delighted to recognize your achievement. Excellence in teaching involves the successful engagement of our students by instructors who foster a spirit of inquiry and intellectual curiosity. We are very proud of our innovative teachers who achieve excellence in teaching and consistently seek new ways to instruct our students.

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Sincerely,



Craig H. Kennedy, Ph.D.
Provost and Executive Vice President
for Academic Affairs



John C. Volin, Ph.D.
Vice Provost for Academic Affairs

c: D. Glasberg
C. Kao



June 19, 2017

Jun He
Unit 1063

Dear Jun:

We write to congratulate you on your recent teaching evaluations. You are among a select group of Teaching Assistants who excel in teaching, and we are delighted to recognize your achievement. Excellence in teaching involves the successful engagement of our students by instructors who foster a spirit of inquiry and intellectual curiosity. We are very proud of our innovative teachers who achieve excellence in teaching and consistently seek new ways to instruct our students.

We commend you for your success and hope that you will continue to excel in teaching. Thank you for making such an important contribution to the teaching mission of our great university, and keep up the outstanding work.

Sincerely,

Jeremy Teitelbaum
Interim Provost

John C. Volin
Vice Provost for Academic Affairs

c: D. Kao

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