

Teaching Evaluations

Compiled below are the evaluations I have received as a Teaching Assistant and Teaching Fellow at New York University, at both the *Politics* and *Business* departments. I was a Teaching Assistant for International Politics with Prof. Shanker Satyanath (Fall of 2018); I was a Teaching Assistant for the lab sessions, for Quantitative Analysis II with Prof. Nicole Simonelli (Spring/Summer of 2021); and I was a Teaching Fellow for Political Economy of Development and the senior seminar for Business and Political Economy with Prof. Pablo Querubin (Spring of 2019, Fall of 2020 and 2021).

Two clarifications are in order: First, my evaluations as a Teaching Fellow for the Business department are combined with those of the Professor, by design. In the latter case, the relevant comments are placed under the following section: “**Teaching Fellow: Do you have any feedback for your Teaching Fellow? (if you did not have a TF, please enter ‘NA’)**,” I have highlighted this section in yellow. I have also highlighted any other text where I am mentioned. Second, for Quantitative Analysis II, no teaching evaluations were collected during the pandemic because of the move to remote learning. However, I collected my own anonymized teaching evaluations through Google Forms, with a response rate of about 30% – two out of around six students due to the small class sizes.

Instructor Name: Balcazar,Carlos Felipe	Term: Fall 2018	Evaluation Type: Final	Class Description: POL-UA 700-001 (8163) - International Politics (Lecture)
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103 out of 245 students completed the survey.

Survey Response Rate: 42.0%

Recitation Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	# of Responses to the Answer		
			Answer	Answer	Answer %
Overall, the recitation instructor was effective at helping me learn.	4.2	20	5 - Strongly Agree	9	45.0%
			4 - Agree	7	35.0%
			3 - Neutral	3	15.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	1	5.0%
The recitation was useful for achieving the goals of the course.	4.1	20	5 - Strongly Agree	7	35.0%
			4 - Agree	10	50.0%
			3 - Neutral	1	5.0%
			2 - Disagree	2	10.0%
			1 - Strongly Disagree	0	0.0%
The recitation instructor provided helpful feedback on assignments (e.g., exams, papers, homework, lab reports, etc.).	4.3	20	5 - Strongly Agree	7	35.0%
			4 - Agree	12	60.0%
			3 - Neutral	1	5.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The recitation instructor was accessible to students (e.g., via e-mail and office hours).	4.6	20	5 - Strongly Agree	11	55.0%
			4 - Agree	9	45.0%
			3 - Neutral	0	0.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The recitation instructor created an environment that promoted the success of students with diverse backgrounds and experiences.	4.3	20	5 - Strongly Agree	8	40.0%
			4 - Agree	9	45.0%
			3 - Neutral	3	15.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%

Instructor Comments

Describe the one best thing about the recitation section or the instructor that was effective in helping you learn. If you could suggest one thing to improve the section, what would it be?

- All of it was great! Encourage more class room discussions.
- He explained concepts I was confused about. He could move a bit slower in his teachings.
- Felipe was a kind man and a good teaching assistant. He, like the professor, moved extremely fast during the recitations, which made them difficult to follow at times. But, he was always available when we needed his help, and he tailored his office hours to meet the individual learning needs of each student. This made a big difference.
- Felipe was the one that got me through this course. I never once learned anything in lecture bc I was always left confused. Yet every time I would go to recitation or office hours, I was left with a good understanding of the topic at hand.
- He was always open to questions via office hours and email.
- TA was very nice.
- I liked how the recitation was small and we could ask questions and engage the TA but Felipe would teach us the material in a different way than Professor Shanker which could be confusing at times. I didn't always feel that the material was reinforced.
- Good: Felipe (Mr. Balcazar) was really good in keeping touch through email and giving us additional examples on top of the ones provided by the Professor. He also spent our sessions really going over the homework problems and giving us his own examples/explanations.

Improve: N/A

- Felipe's willingness to help me with whatever concept I was hung up on was great and very useful. When writing out things on the board, slow down just a bit.
- Carlos Felipe is a good TA who does relatively well despite what seems to be inexperience. He means well, but at times suffers from what might be a lack of communication between him, other TAs, and the professor. Carlos Felipe explains topics very well, but at times rambles off on to the material not on the exam. He also overuses technical jargon and should explain more in laymen's terms. Additionally, He should provide more resources, like reviews, like some other TAs. Concepts covered in homework are not reviewed until after the homework is submitted, but that is more a problem of the course organization than of Carlos Felipe.
- Going over HW questions.
- None
- The best thing about the recitation was how it went over problem sets very thoroughly. Detailed explanations of the concepts helped immensely with understanding the concepts the class covered. One suggestion is for the T.A. to write more clearly on the board.
- My recitation leader Felipe is extremely polite, and helpful. He took time to schedule extra office hours, and he is extremely intelligent. The only thing about recitation is that it is not immediately after lecture, hence the material could be not as fresh.
- I found the instructor's teaching of notation and modelling to be useful.
- I liked how the instructor encouraged questions.
- more practice problems, shorter recitation with more focus on the actual course material
- It was clear to me that Felipe was knowledgeable and that he wanted us to learn. I felt supported and encouraged by him. However, he could work on time management. I think he got sidetracked by wanting to go over every detail or answer every question right away. We would run right up to the end of the period without covering something or spend a lot of time on one subject and be rushed on another.
- The TA went above and beyond what we learned in class and introduced us to more complex topics.
- He gave me very detailed feedbacks on my paper draft.

Instructor Name: Querubin Borrero,Pablo	Term: Spring 2019	Evaluation Type: Final	Class Description: ECON-UB 239-001 (21884) - The Political Economy of Development (Lecture)
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17 out of 31 students completed the survey.

Survey Response Rate: 54.8%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	# of Responses to the Answer		
				Answer	Answer	Answer %
Overall evaluation of the course.	4.9	17	100.0%	5 - Excellent	16	94.1%
				4 - Good	1	5.9%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	4.7	17	100.0%	5 - Strongly Agree	12	70.6%
				4 - Agree	5	29.4%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	4.6	17	100.0%	5 - Strongly Agree	11	64.7%
				4 - Agree	5	29.4%
				3 - Neutral	1	5.9%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	4.9	17	100.0%	5 - Strongly Agree	16	94.1%
				4 - Agree	0	0.0%
				3 - Neutral	1	5.9%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	# of Responses to the Answer		
				Answer	Answer	Answer %
Overall evaluation of the instructor.	4.9	17	100.0%	5 - Excellent	15	88.2%
				4 - Good	2	11.8%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	4.8	17	100.0%	5 - Strongly Agree	13	76.5%
				4 - Agree	4	23.5%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	4.4	17	100.0%	5 - Strongly Agree	10	58.8%
				4 - Agree	5	29.4%
				3 - Neutral	1	5.9%
				2 - Disagree	1	5.9%
				1 - Strongly Disagree	0	0.0%

Course Comments

Course materials: Please comment on the course materials - readings, handouts, PowerPoint slides, etc. Include which you found most and least useful.

- The class slides were well organized, but I thought the dropbox folder could have been organized better.
- Decent
- Powerpoints are great but it would be nice to have the completed version before the class since sometimes the professor moves faster and the slides aren't available (only half the powerpoint is uploaded)
- all helpful
- Slides were all fantastic in terms of summarizing the key information from dense academic readings and allowing us to follow along with the instruction. The Intro readings were great for providing a baseline and the latter readings were great on a case by case basis - altogether great. Just wish they had been posted more linearly on NYU Classes instead of dropbox, but not a big deal.
- The readings were very informative and related to the class. Power Points were comprehensive which was great for review and assignments.
- I really enjoyed the amount of readings that we were exposed to. I think they really added to the rigor of the material presented in class.
- The course materials were clearly provided and the use of the dropbox to give students access to the readings is very helpful.
- Readings were extremely interesting and well chosen. Slides were comprehensive and always relevant
- Slides were the most useful.
- PowerPoint slides did an amazing job and explaining the readings. I really liked the first few lectures and how they set up the rest of the course via the social conflict theory. I also enjoyed the readings and lectures that actually had differing views, e.g. Sachs' geography view, and how some theories worked well together.
- Slides give a good overview of the course material
Readings can be long and confusing
- The Powerpoint is really helpful. The professor will go over the readings in class.
- The most useful course materials were the powerpoint slides and the readings as well.

Course materials: Please comment on the course materials - readings, handouts, PowerPoint slides, etc. Include which you found most and least useful.

- Readings were long but provided a lot of information once you learned how to read them, maybe it would be good to go over one in class so people know how to. Powerpoint slides were informative.
- The slides were very useful but there was a lot of reading before classes and some reading were a bit dense
- Slides are easy to understand.

Course content: Which topics and class sessions did you find most and least valuable? What other topics do you suggest the instructor include?

- -
- Satisfactory
- The history of the rise of insurgencies in each country was valuable to understand the resulting outcomes
- Research paper content most useful
- I honestly thought all the topics were relevant and useful - I thought the developmental framework in the second half of the class was more complex and difficult to digest than the first half, but obviously necessary to overall understanding so it has to be kept in the class. I liked especially the Colombia and Allende classes, because of the storytelling component
- I think we went too in-depth into the math of preferred policies which in the end we did not use too much. I really enjoyed every other aspect of the course material, particularly the colonial origins and persistence and the state. I felt inspired to do further research on my own after the Pinochet documentary which we looked at in class and the Dube and Vargas paper on Commodity Shocks and conflict in Colombia.
- I thought that the most valuable sessions were the ones describing Acemoglu's theories. They served as the back-bone for the course and helped in understanding models with circular flows. Did not really think any of the classes were not valuable. I would only add that we fell out of sync with the syllabus because there was so much material to cover and so many questions that could be asked.
- All of the topics were very interesting and had relevant readings to the materials taught in class. I really enjoyed the topic on state capacity and foreign aid intervention.
- I enjoyed all topics and do wish we had time complete all the topics in the course. I specifically enjoyed discussions on political violence and colonisation/latitude/culture.
- I enjoyed all sessions and found them all incredibly valuable.
- Statistics section was little hard to understand--I wish I knew more on the actual empirical methods used rather than just being able to explain the types of tests performed and the outcomes of various experiments. Although, I should probably take more statistics courses if I really cared...not sure how to balance this in the class better.

I wish there was more seminar-like discussions. I thought the class was VERY well taught, but sometimes it felt as if I was listening and just absorbing rather than truly engaging with the information.

- Particularly enjoyed the first half of the course and discussion regarding the theories behind what makes some countries more successful than others.
- The most valuable: the state capacity
The least valuable: Conflict
- I really enjoyed the first half of the class, mostly the Acemoglu papers as well as the theories encompassed in that paper.
- NA
- all were great
- I like them all.

Teaching Fellow: Do you have any feedback for your Teaching Fellow? (if you did not have a TF, please enter "NA").

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- Satisfactory

Teaching Fellow: Do you have any feedback for your Teaching Fellow? (if you did not have a TF, please enter "NA").

- very nice!
- He was helpful
- Felipe was accessible and did a good job providing feedback on our homework and exams. His Recitations were also helpful. Enjoyed it.
- A little bit too black and white with the grading.
- Felipe did a really great job in explaining information when reached out to.
- Helpful during office hours
- No feedback.
- Amazing TF who inspires confidence and respect.
- Thank you for all the wonderful feedback!
- Felipe has consistently made himself available and has been very helpful.
- He is really responsible and answers all of my questions.
- Only good feedback for the TA as he was readily available always and a very good help throughout the whole course.
- He was very good and helpful whenever asked questions
- great job
- He is very nice and helpful.

Other: Do you have any other comments for your instructor or additional constructive feedback that would help improve future students' learning?

- -
- NA
- Amazing!! Love this class!! and professor!!
I wish I knew about this professor before my last semester of college but this class really made my other three shitty years at Stern worth it!!
- great class
- Instructor Querubin was fantastic. Great classroom environment, incredibly knowledgeable and willing to listen to students. Could not possibly rate him high enough. Thank you for a great class this semester professor!
- A bit more feedback on class progress. Also the second assignment was a bit too open ended and unclear. Would have been better to have a more guided approach like assignment one.
- Maybe putting a little less material on the syllabus given how much we didn't end up covering.
- N/A
- This has been one of my favourite courses at NYU and Prof. Querubin is one of the most engaging/easy to learn from professors that I have had. Although there's already a lot of material to cover, it would be very interesting to spend more time understanding the quantitative theories in the papers we study, perhaps at term project or paper would be a good way to explore this.
- It's concerning that attendance and participation are factored into our course grades, yet attendance isn't regularly taken (what if someone attends every single session except for the one time he/she is out sick, and that happens to be one of the few times you take attendance . . .) and we don't have name tents (some of us participate but you don't know our names). Also, the class session before our first exam, towards the end of class, a student respectfully asked you to discuss the exam and you told her off, which I thought was really uncalled for (and I would have felt so embarrassed if I were her). Just because we care about our grades (because they matter for our career prospects and our future) doesn't mean that we don't genuinely care about learning the course content for the sake of learning. Other than that, this was genuinely one of the top 3 most amazing classes I've ever taken. Causation can be a very tricky topic to study, so it's really interesting to see what researchers have discovered. Thank you very much, Professor Querubin!
- I would love an in-class debate format like Law, Business, and Society has every semester so that we can think critically and apply all that we've learned to a final discussion with/against you or other students.
- NA

Other: Do you have any other comments for your instructor or additional constructive feedback that would help improve future students' learning?

- It is a really good class
- I would suggest reading the papers thoroughly before each class and taking notes on what the professor says instead of the powerpoints.
- Perhaps go a bit slower on the slides. Sometimes we rushed by slides that were informationally heavy
- better review for exams
- Hopefully there would be more political economy class in the future

Instructor Name: Querubin Borrero,Pablo	Term: Fall 2020	Evaluation Type: Final	Class Description: BPEP-UB 8-001 (11644) - BPE Senior Seminar (Lecture)
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14 out of 37 students completed the survey.

Survey Response Rate: 37.8%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	# of Responses to the Answer		
				Answer	Answer	Answer %
Overall evaluation of the course.	3.8	14	100.0%	5 - Excellent	4	28.6%
				4 - Good	5	35.7%
				3 - Adequate	4	28.6%
				2 - Poor	0	0.0%
				1 - Very Poor	1	7.1%
The course objectives were clearly stated.	4.1	14	100.0%	5 - Strongly Agree	5	35.7%
				4 - Agree	7	50.0%
				3 - Neutral	1	7.1%
				2 - Disagree	1	7.1%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	3.6	14	100.0%	5 - Strongly Agree	3	21.4%
				4 - Agree	6	42.9%
				3 - Neutral	2	14.3%
				2 - Disagree	3	21.4%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	4.3	14	100.0%	5 - Strongly Agree	8	57.1%
				4 - Agree	3	21.4%
				3 - Neutral	2	14.3%
				2 - Disagree	1	7.1%
				1 - Strongly Disagree	0	0.0%
What grade do you expect to receive in this course? If you anticipate an incomplete grade, enter the grade expected when the incomplete is removed.		14	100.0%	A	8	57.1%
				B	6	42.9%
				C	0	0.0%
				D	0	0.0%
				F	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	# of Responses to the Answer		
				Answer	Answer	Answer %
Overall evaluation of the instructor.	4.5	14	100.0%	5 - Excellent	8	57.1%
				4 - Good	5	35.7%
				3 - Adequate	1	7.1%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	4.4	14	100.0%	5 - Strongly Agree	7	50.0%
				4 - Agree	6	42.9%
				3 - Neutral	1	7.1%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	3.9	14	100.0%	5 - Strongly Agree	6	42.9%
				4 - Agree	4	28.6%
				3 - Neutral	1	7.1%
				2 - Disagree	2	14.3%
				1 - Strongly Disagree	1	7.1%

Course Comments

Course materials: Please comment on the course materials - readings, handouts, PowerPoint slides, etc. Include which you found most and least useful.

- I hope the handouts included notes from the lectures.
- The course materials were very helpful!! The PowerPoint slides were the best resource available, especially for explanations of the formulas behind each theory. The research papers assigned as readings were also very useful on their own, but I enjoyed the in-class dissections of them the most.
- Great that the Professor used Ipad for notes. Research papers were interesting to read, but we could discuss more in class how to practically gather data to conduct the experiments/regressions.
- Slides were quite useful when reviewing topics I needed to know. Other materials, not so much.
- The PowerPoint slides and example papers were extremely useful, while the textbook readings were often long and difficult to keep up with. It was useful to know which papers were most important so we knew where to focus on for the readings.
- The research papers were particularly interesting and useful - they gave us a way to examine and discuss real-world applications of the topics we covered in class.
- I think it was great to learn the theory behind conducting research and the different methodologies we could go about it. However, I feel that it would've been helpful to have more support around writing our actual research papers in addition to learning about the different methodologies. At the end of the course, I still feel unprepared to write my paper, and while I understand that my adviser will help me with that, it makes it difficult to actually complete the paper without additional technical support from the class. In my mind, I have a hard time translating theory from the course into action.
- I really enjoyed the research papers used for the class, and I found the simplicity of the slide decks very straight-forward and useful.
- I think the material that was taught was very detailed and professor delivered it in a way that made sense. The powerpoints were helpful to study from. There were way too many readings. I definitely did not read all the papers because I didn't have time to read hundreds of pages of dense research work.
- Extremely clear powerpoint slides and great recitation material.
- Great examples in class.
- Liked lecture and slides a lot, learned a lot about our designs from this class. I did not find the grading system, such as the midterm, particularly useful to actually improving our projects. If we had had more opportunities to focus on our projects, there would not have been so many consistent

Course materials: Please comment on the course materials - readings, handouts, PowerPoint slides, etc. Include which you found most and least useful.

issues at the final presentation. All of this would be fine if it didn't impact our grade so significantly. I understand that because this is not an honors class with no requirements for getting into it, we have a traditional grading structure. However, it is unfair to then ask honors-level work without a similar honors-level grading structure that allows us to make mistakes and genuinely improve our projects and understanding of the material without fear of significant damage to our overall grade. This class's focus should be clarified; right now it is asking too much of students to both have excellent projects, which is a full-time commitment in itself (see the Politics and IR honors thesis class structures), and to perform well in a traditional test-taking environment with little feedback (like homework) on material comprehension.

- I only found one of the relevant powerpoints for my final thesis helpful. The exploration of all the other experiments that I could not do were not super helpful. I wish I had learned about DID earlier on in the course since I am graduating early and short on time to complete a full senior thesis paper.
- The syllabus was a bombardment of extremely long papers. To actually read all of the papers for each class would be more than double the work required in any of my classes. It would be much more helpful if the syllabus had more targeted readings and clear takeaways discussed in class, as well as readings focusing on learning the statistics concepts rather than simply illustrating them.

Course content: Which topics and class sessions did you find most and least valuable? What other topics do you suggest the instructor include?

- The different regression types and analyses we can conduct for our papers were the most helpful. I wish the course included more materials on the coding of regression analyses.
- The most valuable class sessions were the later sessions on regressions for sure! I think more in-depth analyses of how regressions work and the math behind it (though this was covered in the recitation) could be useful. By far the most important and useful class was the explanation of selection bias and the formula to represent it.

I think we might have spent a little too much time on the early concepts of causation vs. correlation, which is something we have covered in the past!

- All interesting. Class could focus more on research methods most applicable to our thesis (ex. regressions rather than experiments).
- The class sessions regarding causal inference and the research methods that were relevant to our papers were very valuable, while the sessions about methods less relevant to us (ex. lab & field experiments) were less useful in the context of our senior thesis papers.
- Classes on regression discontinuity and differences-and-differences were particularly useful! A session on how to use statistical programs would be really helpful as well.
- I thought the later lectures on regression discontinuity, DiD, and regression OLS were particularly interesting and helpful. I really appreciated Felipe's deeper dive into each of these topics during recitation, as connecting the math component with the theory helped me understand the concepts much better. I also really enjoyed the lectures at the beginning about selection bias and general research design.
- I found the regression and difference-in-difference units the most valuable. Given the nature of the semester, I feel a lot of the experiment and observation units were not as useful to the aim of the class since many of us won't be conducting these forms of analysis in our final papers.
- I think topics like difference in difference and regressions in general were extremely important. I would have liked to learn R though because now that I know what the different regression options are, I don't know how to actually run a regression. So it makes my new knowledge a little bit useless. Also I think we could have condensed the first about three lectures into one lecture. We spent a long time on what is a good research question and I think by senior year, most students could probably figure that out.
- It would have been great to discuss the statistical analysis more specifically to our papers so that we can see how to apply it.
- The experiments class session was valuable.
- least valuable - experiments
most valuable - fixed effects
more project work
- I suggest that the professor introduces the types of experiments that students are more likely to use dependent on their proposals earlier, and more focused on the early graduates, in order to give us

Course content: Which topics and class sessions did you find most and least valuable? What other topics do you suggest the instructor include?

more time to complete the final thesis. I also suggest going over how to do the coding/statistical analysis because I am having to research that on my own.

- Not enough guidance on how to write the paper. Too many tangents in class.
- Learning methodology for empirical analysis was quite valuable. Re-learning basic things like independent and dependent variables was incredibly useless, however.

Teaching Fellow: Do you have any feedback for your Teaching Fellow? (if you did not have a TF, please enter "NA").

- The TF was really knowledgeable and eager to help. He has been a great resource throughout the semester.
- The teaching fellow for this class (Felipe!) was an incredible resource. He provided a great deal of valuable information on the formulas behind the research methods provided, and I can't even begin to quantify how many times I asked him for help in his office hours. He works very hard and explained concepts extremely well, and my understanding of the class would not be nearly as good as it is without him.
- Great.
- Felipe was very helpful in his feedback and his recitation sessions. I appreciated his constant feedback and availability to discuss our research papers & class topics.
- Amazing - Felipe went above and beyond to help out by scheduling recitation sessions and being available for office hours every week.
- Felipe was one of the best TF's I've had in college. He was able to go very deep into the concepts we studied in class and I appreciated the level of detail we went into during the recitations. It definitely helped solidify/ground the overall theory we learned in class and helped me translate some of the theories we've learned into action. I also greatly appreciated his openness to talk about our research topics and how readily he was available to answer questions via email and during office hours. Felipe really helped me a lot in formulating my research topic and helping me find my data sources.
- Felipe was the best. I found his insights particularly helpful in translating the lecture content into easy-to-understand material. His additional lectures were very valuable to understanding and dissecting the material.
- Seemed like Felipe was a very harsh grader. The range in the class seemed crazy. I genuinely thought I did ok on the midterm but apparently not. His comments were extremely picky or just seemed like he was looking for problems and had no problem removing huge amounts of points.
- Extremely supportive and helpful TF!
- Thanks for making time for me even when your office hours were full.
- way, way too harsh on grading due to specificity of language. This would be fine if we had more chances to improve our writing and get examples of how you want us to explain our understanding. We had no guidance on this format of testing, but were expected to essentially write exactly how the TA imagined the answers to be - even if the concepts were correct, this was not enough if it was not explained in the manner in which the TA wanted it.
- The TF did a great job in explaining the types of experiments in more details. I would suggest showing the code behind the statistical analysis so that we can easily apply it to our projects.
- Grades way too harshly. This is a senior capstone course, and no other undergrad capstone course grades in this way.
- Helpful in recitation.
- Carlos Felipe Balcazar was a good, accessible Teaching Fellow. The main issue I had with him, however, was that, while he did give feedback quickly, a lot of it was difficult to understand and didn't really further my understanding of the topics.

Other: Do you have any other comments for your instructor or additional constructive feedback that would help improve future students' learning?

- I think the class was really helpful for our thesis papers. While this might be a conversation to be held with Professor Clementi, but I personally think BPE core curriculum should include econometrics in junior year, so that this class can focus more on helping our individual papers. This could include sessions on how to write codes on R to run regressions or SQL to manipulate certain

Other: Do you have any other comments for your instructor or additional constructive feedback that would help improve future students' learning?

datasets. I think the class was trying to teach us econometrics and also help write our papers at the same time which felt like a tall ask for one semester. I think it would be more helpful if this course was split into two semesters.

- N/A!

I hope you have a wonderful winter break, and congratulations again on your American citizenship!

- Promote greater discussion by placing students in breakout rooms to talk about their individual paper. I understood the class concepts, but I still find it hard to apply them to my individual research.
- I believe it would be helpful to dedicate some class-time to breakouts with classmates to learn about their topics, as well as classes on the basics of how to conduct research itself (ex. best databases to look at, how to code regressions, etc.) since most of us are beginners.
- None, really amazing job for the first iteration of a course!
- I greatly appreciate our analysis of the different methodologies behind field experiments, lab experiments, DiD, etc. While I feel like a stronger analytical thinker, I also feel that this class could add additional layers of support to help us write conduct our research, as many of us lack the technical skills and understanding to conduct the research.
- I think this course should more closely look at application of the content to the students' senior papers that are written throughout the senior year. While I understand that this is designed as an introductory methods class, it is also important to note that students have 40% of their course grade dependent on their paper and thus want to ensure they are doing everything appropriately.
- For the next time you teach the class, I would mandate cameras. Our BPE class wasn't the most interactive class, but I think if all our cameras were on it would have been more conducive to conversations. Also maybe before a class highlight one or two research papers that you want to talk about and mandate those be read before class to ensure more active participation.
- Great class to conclude BPE. It definitely would have been better in person but there's nothing we can do about that.
- NA
- Please make this more similar to a true honors seminar. It is untenable to expect great projects without any feedback mechanisms during class time.
- I think that there should be a schedule for the early graduates so that we are not pushed aside during the semester and get the help we need. It seemed that early graduates were not accounted for in the creation of this class, but I stress that early graduation is necessary for some of us due to financial issues and therefore I suggest creating a way to provide more resources to early graduates earlier in the semester.
- This class negatively impacted my view of BPE overall. It was poorly organized, poorly communicated, and not that helpful in drafting our senior papers. Honestly, it was a waste of credits and I don't understand why BPE needs to write a capstone when our curriculum is incredibly broad already, doesn't give us adequate preparation to write a senior capstone, and no other major needs to do so.
- NA



Collected teaching assistant evaluations for Intro to Quantitative Political Analysis II (Summer and Spring of 2021)

Instructor: Professor Nicole Simonelli (nicole.simonelli@nyu.edu)

Teaching assistant: Carlos Felipe Balcazar

Course reference: POL-GA 2127

Timestamp	In what semester did you take the course?	Most valuable aspects / biggest strengths of the lab sessions?	Least valuable aspects / biggest weaknesses of the lab sessions?	Any other general feedback on labs?	Any other general feedback on Felipe's TAing?	Any general feedback on the course as a whole?
2021/09/09 4:45:20 PM EST	Spring 2021	The review sessions were the most helpful and when you would write things out it helped me understand the code/concepts more.	Just talking through the code. If there were maybe lab exercises where we would use the code together in action that would have helped me understand the "why" of the code/why we use it and why this could be helpful. It would help connect some dots.	I wish we had more to do during the labs and/or we could have gone over homework in the labs to see where we may have made mistakes in stata.	So kind and helpful if we had any questions. Very knowledgeable and always wanted us to do our best!	This class was alright!
2021/09/10 6:55:29 AM EST	Spring 2021	Review of lecture material; Simulation codes in reviewing assumptions in OLS regression; always opportunities for questions	Not a great deal of coding practice in the labs given time constraint	Overall a great lab!	Felipe had a broad and thorough understanding of the material, which extended far beyond the covered material in lecture. This was very helpful in my inquiry about alternative ways of approaching/examining the material at hand as well as in my inquiries about the root/reason of certain conventions.	Thank you for thoughtfulness and help throughout the semester!
2021/09/10 4:08:05 PM EST	Summer 2021					
2021/09/12 10:41:13 AM EST	Spring 2021	The code provided	It is hard to get a feel of doing the code and the process when it is already handed to you before class. It would be easier to understand and keep along if we went through it at the same time it is being written.	N/A	Great experience overall. Extremely knowledgeable.	N/A



Timestamp	In what semester did you take the course?	Most valuable aspects / biggest strengths of the lab sessions?	Least valuable aspects / biggest weaknesses of the lab sessions?	Any other general feedback on labs?	Any other general feedback on Felipe's TAing?	Any general feedback on the course as a whole?
2021/09/09 4:45:20 PM EST	Spring 2021	The review sessions were the most helpful and when you would write things out it helped me understand the code/concepts more.	Just talking through the code. If there were maybe lab exercises where we would use the code together in action that would have help me understand the "why" of the code/why we use it and why this could be helpful. It would help connect some dots.	I wish we had more to do during the labs and/or we could have gone over homework in the labs to see where we may have made mistakes in stata.	So kind and helpful if we had any questions. Very knowledgeable and always wanted us to do our best!	This class was alright!
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2021/09/10 4:08:05 PM EST	Summer 2021					
2021/09/12 10:41:13 AM EST	Spring 2021	The code provided	It is hard to get a feel of doing the code and the process when it is already handed to you before class. It would be easier to understand and keep along if we went through it at the same time it is being written.	N/A	Great experience overall. Extremely knowledgeable.	N/A

Instructor Name: Querubin Borrero,Pablo	Term: Fall 2021	Evaluation Type: Final	Class Description: BPEP-UB 8-001 (10960) - BPE Senior Seminar (Lecture)
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22 out of 32 students completed the survey.

Survey Response Rate: 68.8%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	# of Responses to the Answer		
				Answer	Answer	Answer %
Overall evaluation of the course.	4.1	22	100.0%	5 - Excellent	7	31.8%
				4 - Good	12	54.5%
				3 - Adequate	1	4.5%
				2 - Poor	2	9.1%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	4.5	22	100.0%	5 - Strongly Agree	13	59.1%
				4 - Agree	6	27.3%
				3 - Neutral	3	13.6%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	4.5	22	100.0%	5 - Strongly Agree	14	63.6%
				4 - Agree	5	22.7%
				3 - Neutral	2	9.1%
				2 - Disagree	1	4.5%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	4.2	22	100.0%	5 - Strongly Agree	11	50.0%
				4 - Agree	5	22.7%
				3 - Neutral	5	22.7%
				2 - Disagree	1	4.5%
				1 - Strongly Disagree	0	0.0%
What grade do you expect to receive in this course? If you anticipate an incomplete grade, enter the grade expected when the incomplete is removed.		22	100.0%	A	15	68.2%
				B	5	22.7%
				C	2	9.1%
				D	0	0.0%
				F	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	# of Responses to the Answer		
				Answer	Answer	Answer %
Overall evaluation of the instructor.	4.7	22	100.0%	5 - Excellent	17	77.3%
				4 - Good	3	13.6%
				3 - Adequate	2	9.1%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	4.6	22	100.0%	5 - Strongly Agree	15	68.2%
				4 - Agree	5	22.7%
				3 - Neutral	2	9.1%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	4.1	22	100.0%	5 - Strongly Agree	8	36.4%
				4 - Agree	10	45.5%
				3 - Neutral	3	13.6%
				2 - Disagree	1	4.5%
				1 - Strongly Disagree	0	0.0%
The instructor promoted a classroom environment that speaks to, and welcomes participation from, students from all backgrounds and perspectives.	4.4	22	100.0%	5 - Strongly Agree	12	54.5%
				4 - Agree	6	27.3%
				3 - Neutral	4	18.2%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Course Comments

Course materials: Please comment on the course materials - readings, handouts, PowerPoint slides, etc. Include which you found most and least useful.

- The slides were the most helpful and I especially appreciated the intuitive nature of the slides and how they focused on each week's core readings
- I enjoyed how the readings clarified the topics and methods discussed in class.
- Readings and slides were both helpful.
- powerpoints, class discussions
- slides helpful
- The recitation and the slides were very helpful. The Angrist videos were also helpful because there were assessment quizzes at the end.
- All of the slides were clear and easy to follow.
- Slides and readings were dense but very useful.
- The Power Point slides and recorded lectures were the most helpful.
- The powerpoints were helpful, but a little hard to contextualize outside of the class's lecture
- this class needs a component for research coding
- The readings were really long and most did not add to the knowledge I needed to complete my research paper.
- I was happily surprised to see that a lot of the papers that we studied and read in this class were similar to those we read in Political Economy of Development. I thought all of the papers did a great job keeping me engaged in the material and also were helpful in showcasing different research designs.
- I thought in-class discussions were the most helpful where we split into groups to run through

Course materials: Please comment on the course materials - readings, handouts, PowerPoint slides, etc. Include which you found most and least useful.

regression concepts.

- The powerpoint slides and Felipe's recitation were the most helpful for studying for the midterm.
- The powerpoints and recitations were extremely helpful to understand the material better. They served as a useful way to review the material taught in class.
- I found the powerpoint slides to be most useful, they weren't overwhelming and they had all the information needed.
- Class slides and teaching was very relevant. Readings were quite bulky
- Readings were a little too in-depth and not directly referenced too much in lecture.
- The studies we read were interesting and I enjoyed learning from them. Slides were very useful for reviewing. I'm not sure that the thesis paper is all that useful - again, students are more preoccupied with "getting it over with" than writing something meaningful, which, in my view, defeats the purpose. If the thesis is optional, then only motivated students who want to write the best paper will do so. I think this course should be structured such that those who don't want to write a thesis, and take the "get it out of the way" attitude, take a final exam instead.
- I found powerpoint slides very helpful.
- Powerpoint slides: useful

Course content: Which topics and class sessions did you find most and least valuable? What other topics do you suggest the instructor include?

- The lectures on fixed effects and research methods were extremely helpful and the recitation slides from Felipe were also extremely helpful. Maybe adding more on R since it is so integral to the construction of the final paper would have been helpful, since it may go beyond just Felipe's recitation slides.
- I found the class sessions where we got into groups to discuss concepts more useful. Also, I enjoyed learning about the different topics that could confound our study. I think the experiments topic didn't end up being useful, but I enjoyed how it was taught with a practical example by using the classes' data.
- Examples of research papers/designs were the most valuable and help more clearly demonstrate courses concepts.
- Found that the case studies on various research design was very valuable.
- I found the lectures about research design (i.e. diff-in-diff) least helpful because again, I do not believe that as students, we should be conducting research at similar or the same caliber to the graduate students of political economy (i.e. Felipe is doing the same work in his own academic work).
- I found all the topics relevant to the class
- NA
- I think all of the topics were valuable but the focus on the equations did not add to my learning experience.
- I really enjoyed learning fixed effects and difference-in-difference, and I also really enjoyed the first few classes when we were participating and doing things in small groups. Additionally, I found all of the sessions to be valuable.
- difference in differences, fixed effects
- N/A.
- I found the later lectures about the specific research designs to be the most helpful. The earlier lectures about causal inference repeated a lot of the information we already learned in Political Economy of Development, which everyone in the class was required to take two years ago.
- I found all the topics useful to understand how to compose my research topic and research design.
- I found the classes on studies to be most valuable because we could see the research methods in use and we learned about political economic questions.
- All classes were extremely helpful. Never felt like we were learning unnecessary information
- R programming was nice in principle but very hard to learn all the skills in such a short amount of time.
- I enjoyed learning about how we could improve our statistical methods depending upon the parameters of our studies; fixed effects and difference-in-differences.

Course content: Which topics and class sessions did you find most and least valuable? What other topics do you suggest the instructor include?

- fixed effects
- I found how to write papers the most valuable.
- NA
- Most valuable: Interaction effects and fixed effects
Least valuable: none
- I enjoyed learning about the research papers, the methods they used, and the results they found.

Teaching Fellow: Do you have any feedback for your Teaching Fellow? (if you did not have a TF, please enter "NA").

- Felipe was an amazing TA and his recitation lectures were extremely helpful and useful. He helped with the proposal and guided the paper topics to be the best they could be as well, and the recitation was incredibly helpful for the midterm. Overall I am very grateful for all his help this semester.
- I enjoyed how topics were clarified and how our TF went out of his way to make concepts more clear. He would often repeat and rephrase information to make in clearer.
- Felipe was great and very helpful!
- Teaching Fellow was incredibly helpful.
- Felipe was extremely helpful, reassuring, and great overall. I grew to rely on him as all of the research design and work was extremely foreign. I appreciate the compassion and help he gave.
- I thought that Felipe did a great job as a TF?he was always available and willing to explain things in detail
- NA
- Our teaching fellow was very helpful in providing the extra support necessary for the relevant topics.
- Felipe was amazing and so helpful at every step of the way. I've emailed him way too many times to count and he always provides careful attention and gives thoughtful and helpful comments.
- Very helpful and responsive
- N/A.
- Felipe was so helpful in the recitations and in office hours. He deserves a raise.
- Very helpful and approachable to every student who needed further explanations/question.
- The TF made it very easy to ask questions and understand the sometimes confusing topics. He would ask for out input on when we felt we needed recitations and so on.
- He is extremely helpful and passionate
- TF gave good feedback and was very helpful during office hours.
- I never spoke to Felipe, personally, but I understand him to have been an indispensable resource to many of my peers. From what I've heard, he does an excellent job of helping students understand the material, as well as how they can refine their topics and research design. I've also heard that he's great about providing students with additional resources.
- great TA, very nice and available to help students
- N/A
- Not the best and kind of impatient. Expects you to know things when you come for Office Hours
- No
- Felipe was always available and willing to help sort out any confusion in a patient and effective way.

Other: Do you have any other comments for your instructor or additional constructive feedback that would help improve future students' learning?

- I think some more promotion of the recitation slides and office hours options would be more helpful.
- Incorporate more group work in class to clarify topics.
- N/A
- n/a
- Please take out the research-heavy aspect of this course. While it is related to what we have studied in the past, it does not help any of the students as none of us will use this knowledge in our future

Other: Do you have any other comments for your instructor or additional constructive feedback that would help improve future students' learning?

lives. Instead, the only thing this accomplishes is putting a downward pressure on our mental health.

- Maybe we spent too much time on the earlier sections
- NA
- N/A
- N/A
- N/A
- N/A.
- n/a
- NA
- I think some of the homework could have been non-readings, just to ensure we were understanding the topics.
- NA
- Class structure is a little difficult due to accessibility constraint - students with varying backgrounds in econometrics/economic analysis all start from 0 learning how to write an economic paper in just a semester, meaning that the pace/expectations can be skewed.
- I would just emphasize a few suggestions:
 - Remove the course from the BPE curriculum: allow motivated and interested Stern students to take the class; it'll be better, and it's more fair to Pablo. So many students took the "I don't care about this" approach, and it hindered our overall dynamic (though I can't say I did much to alter this dynamic, despite my deep interest in the course material).
 - Make the thesis optional, with the option of a final exam for those who aren't interested in writing a genuinely good paper.
- NA
- N/A
- NA
- Maybe do more group exercises.
- n/a

Instructor Comments

Provide any comments or suggestions in the space below.

- I really appreciated the instructor and TA Felipe, who was very involved and his office hours were very helpful. I think the instructor could have used more in class exercises to encourage participation but overall the class was run very well.
- I would say this class was well thought-out. It encouraged conversation through having group discussions to make concepts clearer. Also, I enjoyed that the recitations clarified topics in class and also that the Teaching Assistant was open to discussing any topic that may have seemed unclear. I also enjoyed that concepts were clarified through the readings.
- N/A
- n/a
- The research paper examples/readings was something I found very useful as it offered students a real-life application of the topics learned in class. It also allowed students to think about ways to expand upon their senior thesis.
- Professor Querubin was always very supportive and available for any questions we had. He had a very pleasant disposition and brought some levity to what can sometimes be a dry subject. I really enjoyed getting a better understanding of the research methods by hearing about papers that used them
- Great class that was intellectually stimulating and provided the tools needed to write BPE thesis.
- I think that the BPE Seminar should not include a research-focused paper, as many students neither have an interest to go into research-heavy fields, nor intend to go into professions that require doing research or running research designs. It is not helpful and it adds an incredible amount of pressure onto the students. It feels like this focus on research was added after the fact, and it is not conducive to anything we are doing or will be doing. While I understand the rationale and utility in the inclusion

Provide any comments or suggestions in the space below.

of a course focused on research design, the research paper is well beyond the scope of the major, and irrelevant to the vast majority of us. Felipe is great though.

- Professor made sure to cover the topics multiple times so that everyone in the class had a grasp on the material
- I wish the lectures on panels data and fixed effects came earlier in the semester.
- I think the professor did a great job.
- I think I can speak for most of the BPE class when I say we were all scared to start tackling our senior thesis paper. However, Professor Querubin has been a fantastic professor and is able to make class interesting and engaging every day by not only showing and teaching the necessary research methods, but by also contextualizing them through super unique and interesting research.
- N/A
- n/a
- N/A
- n/a
- Great class and interesting subjects
- Great professor who seems to have an interest in the students learning
- I enjoyed this class; most of the content I already knew, so it wasn't difficult. That said, the class was plagued by disinterest. A lot of people didn't want to be there, and it showed. Perhaps causal inference is an important component of most of our future careers, and as someone who wants to write research papers in the future, I appreciate what I learned; however, I think the mandated research paper is unnecessary, and the mandate forces disinterested kids to write half-hearted papers. I felt bad a lot of the time, because Pablo is clearly a great guy who loves what he's doing, is very good at it, and cares deeply that we understand. I think that this course would be better off out of the BPE curriculum and offered instead to the general Stern population, so that genuinely interested kids could take it. I think it's more fair that Pablo teach kids who want to learn the course content rather than those who are forced to. This seems unfair, especially to Pablo, as it currently stands.
- more feedback on class progress
- Overall, good class!
- NA