



TEACHER REPORT

| | |
|-------------------|--|
| Name of Teacher | Stephen Monroe |
| Course | PS4226-Emerging Markets and Economic Governance (SEMINAR-STYLE COURSE CLASS) |
| Academic Year/Sem | 2025/2026 - SEM 1 |
| Department | POLITICAL SCIENCE |
| Faculty | ARTS & SOCIAL SCIENCES |

| Raters | Student |
|----------------|---------|
| Responded | 11 |
| Invited | 13 |
| Response Ratio | 85% |

Note:
Class Size = Invited; Response Size = Responded; Response Rate = Response Ratio

A. GUIDELINES FOR INTERPRETING THE REPORT

The teacher evaluation report is for developmental purposes and is meant to help identify strengths and areas for improvement. Please consider the following recommendations that will aid in interpreting the results:

1. Examine the report by taking note of patterns in order to consider how best to act on the feedback your students have taken the time to provide. Use the reflection section at the end to reflect upon how you might act on the feedback.
2. These evaluations stem from student perception and thus constitute one source of evidence among others as to the quality of your teaching. Any response to the feedback should be based on the most representative results rather than on outlying responses.
3. Upon getting a general sense as to what has gone well, and which areas may require attention and improvement, it is important to drill down to the related questions. These questions can help guide future action if feedback from students suggest areas for improvement.
4. Keep both the likert scale and written comments in mind while reading through the report. High scores (4+) suggest student consensus indicating a strength. On the other hand, low scores (2-) should be considered as an area that requires immediate developmental focus based on student feedback.

B. NOMINATION FOR TEACHING AWARDS

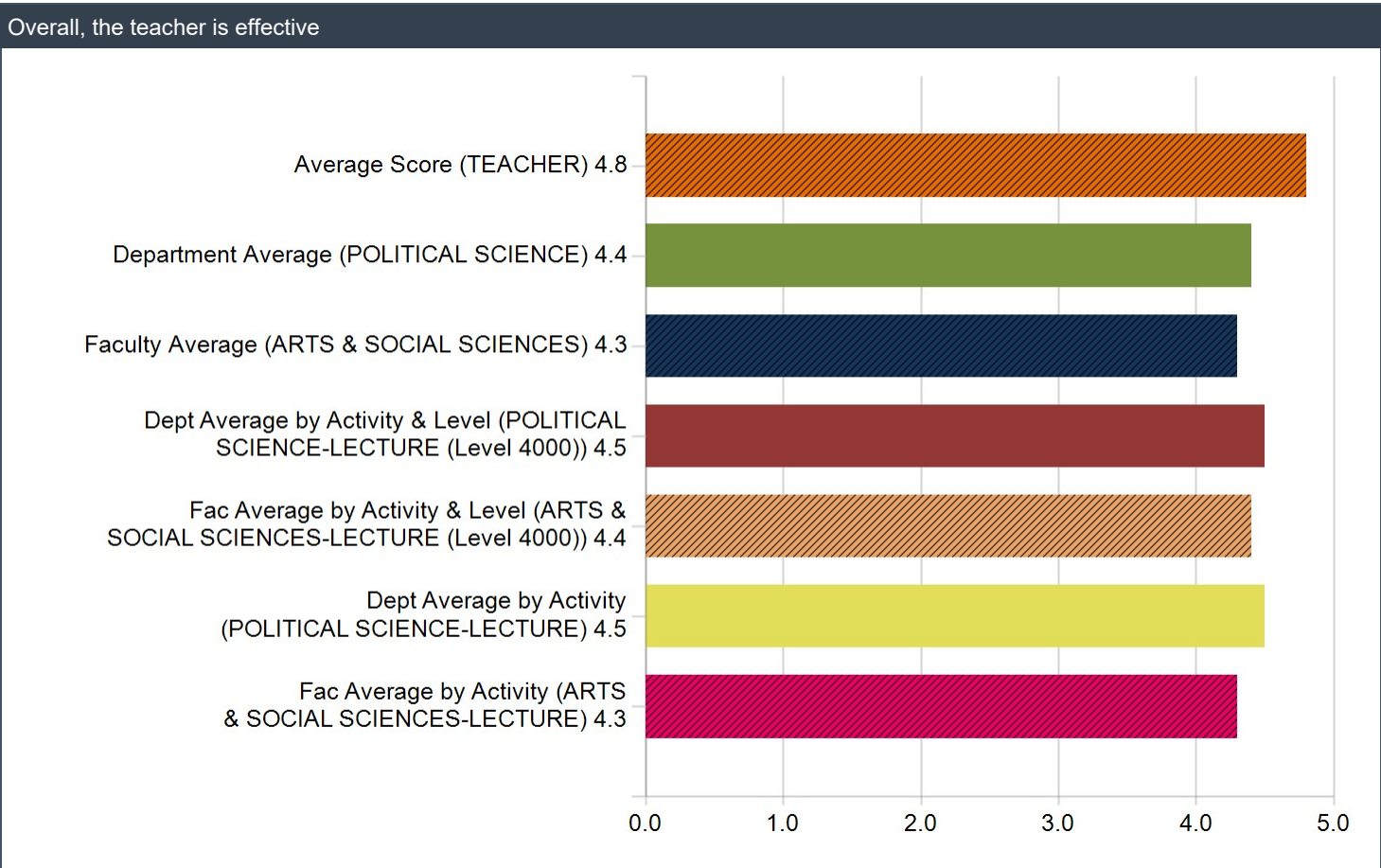
| Response Count | |
|--|---|
| I would like to nominate Stephen Monroe for teaching awards | 9 |
| Comment | |
| <p>- One of the more approachable profs who is always very helpful, clear in his teaching and guidance. Well structured course. Course materials are also provided in a prompt and accessible manner. Good balance of support for students and fostering independence, instead of just making students do everything on their own</p> | |
| <p>- Prof Monroe is really kind and helpful</p> | |
| <p>- He is the first professor that I was excited to come to class for after 4 years in NUS and was not anxious or stress that I did not prepare enough as his seminars are built in a design such that clarifications can be made slowly through the class in order to attain a level of information and understanding necessary to finish the course.</p> | |
| <p>- In all my 3.5 years in NUS and in fact I could say this with some certainty — all my years of education — Prof Monroe is hands down the best educator I've ever had. Even though this was a level 4k course with multiple prerequisites, he would ensure every single seemingly basic concept is explained and understood during the class. In other words, while most professors would gloss over the more rudimentary concepts since they assume students have taken the prerequisite calsses, Prof Monroe always ensure the fundamentals are understood and then building it from there. In the same vein as explaining the fundamentals very clearly, Prof Monroe spends time on the more "given" skills like coming up with a research question, tips for giving a presentation, how to have a clear writing style. This is very surprising given that this is advanced undergrad course. I benefitted greatly from that. I wonder why such skills were never quite covered in lower undergrad classes apart from FASS1101, Writing Academically or even PS110E. Prof Monroe's grading for every single assignment is also noteworthy. While most professors simply give vague feedback like "great", "unclear", "could be improved", Prof Monroe would take the time and effort to make those improvements very clear which is extremely helpful and important as a student. He also always encourages students to meet him for office hours. I myself exploited that. Prof Monroe also continually implements feedback rather than collecting feedback and then implementing it in the next semester which none of the current students will benefit. For example, I sort of gave a feedback that during the presentation Prof Monroe would inteject by clarifying questions which would eat into the presentation time and disrupt the flow. In the final presentation, he provided a 2 minute buffer and left his questions till the end. I appreciated that. Prof Monroe's reputation seems to travel beyond the student body. When I told the PI for one o f my research, that Prof Monroe knows him, the PI told me that Prof Monroe is, and I quote, "exceedingly nice". I fully concur. In short, it would be a grave mistake to not recognise Prof Monroe as one of the finest professors NUS could offer.</p> | |
| <p>- Prof Monroe is able to teach very complex topics in a manner that makes them less intimidating and more approachable. Prof Monroe also gives incredibly insightful feedback on assignments and other works submitted.</p> | |
| <p>- He is a kind professor who cares a lot about his students. He shows care and recognizes their growth. I was able to explore my areas of interest under him with the necessary support and advice to delve deeper into the subject. what started off as daunting for me became a lot more achievable by the end of the semester.</p> | |
| <p>- I think he is approachable, engaging in his classes. He also has clear marking rubrics which he follows closely, this help students be able to know how they can submit the best and most appropriate essay/assignment. Overall, he is also very encouraging of class participation!</p> | |
| <p>- Research aspect of the module was fantastic.</p> | |
| <p>- His teaching style is similar to that of American professors. Prof Monroe is very encouraging and is telling that he puts his students' interests as the top priority. Would be great for NUS to have more nuturing profs that truly care to advance the interests of their students.</p> | |

C. STUDENT FEEDBACK SCORES

(i) Rating Score

| Question | Average Score (TEACHER) | | Department Average (POLITICAL SCIENCE) | | Faculty Average (ARTS & SOCIAL SCIENCES) | |
|------------------------------------|-------------------------|--------------------|--|--------------------|--|--------------------|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| Overall, the teacher is effective. | 4.8 | 0.4 | 4.4 | 0.7 | 4.3 | 0.7 |

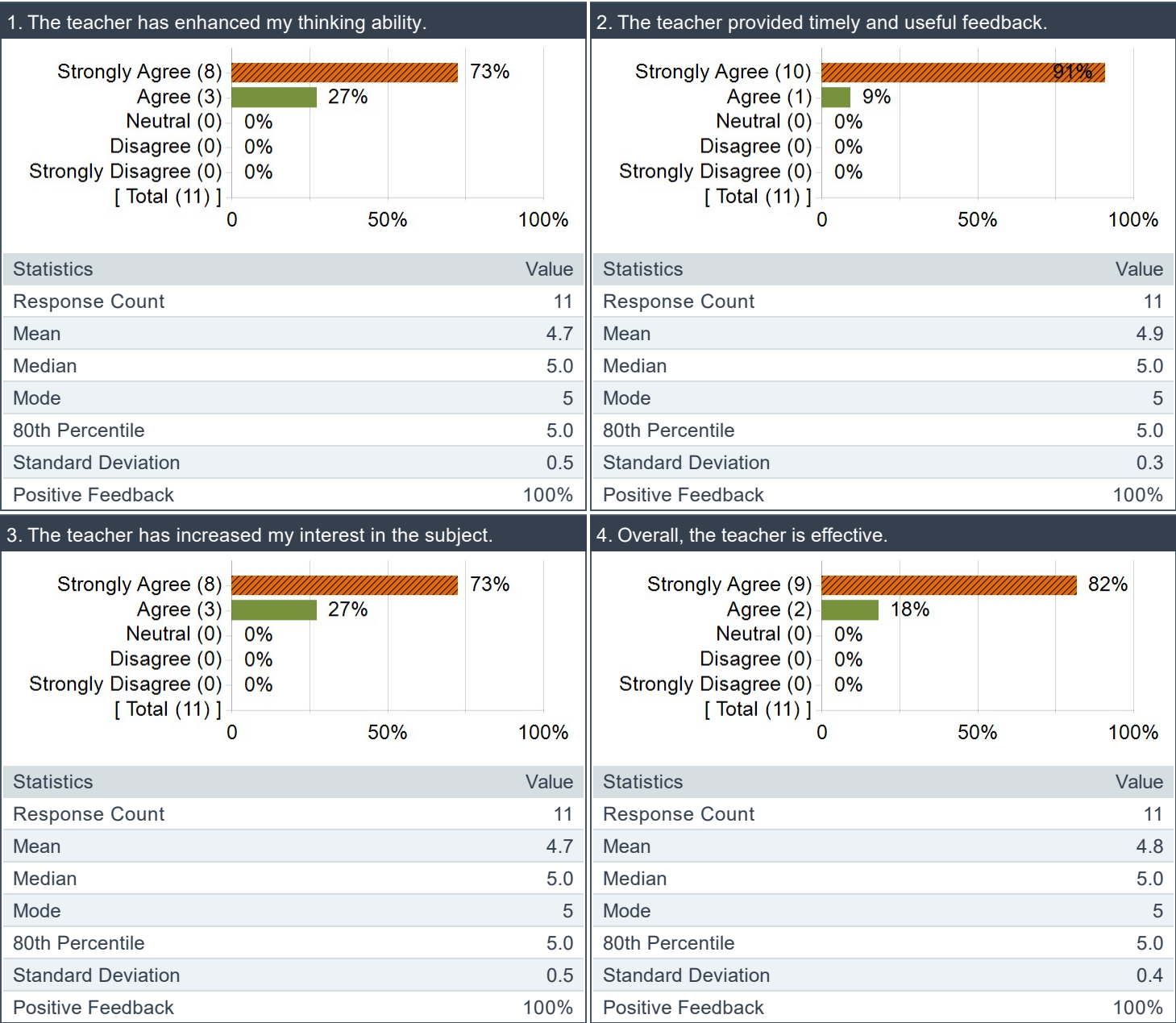
| Question | Average Score (TEACHER) | Dept Average by Activity & Level (POLITICAL SCIENCE-LECTURE (Level 4000)) | Fac Average by Activity & Level (ARTS & SOCIAL SCIENCES-LECTURE (Level 4000)) | Dept Average by Activity (POLITICAL SCIENCE-LECTURE) | Fac Average by Activity (ARTS & SOCIAL SCIENCES-LECTURE) |
|------------------------------------|-------------------------|---|---|--|--|
| | Mean | Mean | Mean | Mean | Mean |
| Overall, the teacher is effective. | 4.8 | 4.5 | 4.4 | 4.5 | 4.3 |



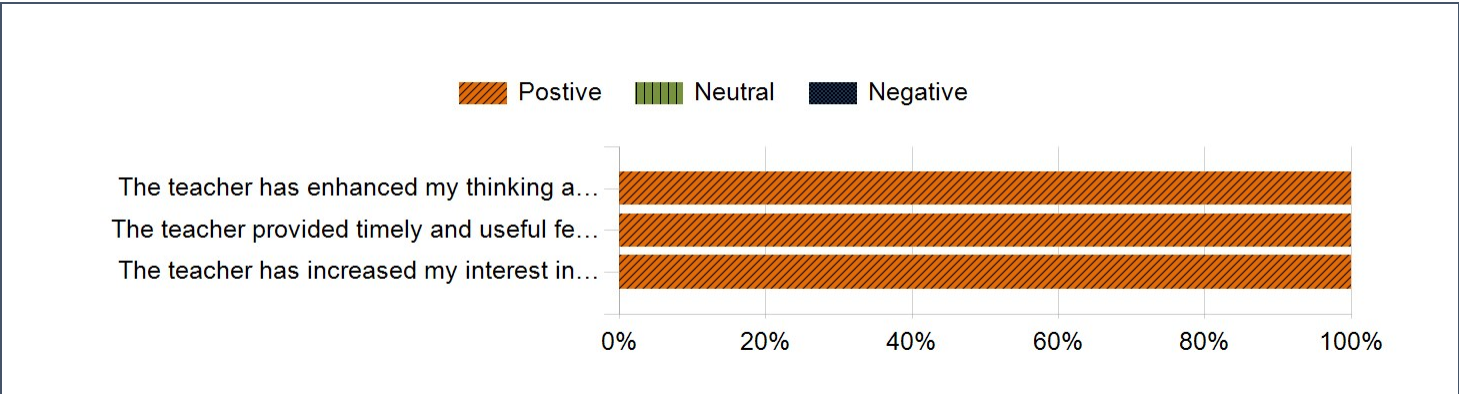
| Question | Average Score (TEACHER) | | Department Average (POLITICAL SCIENCE) | | Faculty Average (ARTS & SOCIAL SCIENCES) | |
|---|-------------------------|--------------------|--|--------------------|--|--------------------|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The teacher has enhanced my thinking ability. | 4.7 | 0.5 | 4.5 | 0.7 | 4.3 | 0.8 |
| The teacher provided timely and useful feedback. | 4.9 | 0.3 | 4.4 | 0.7 | 4.3 | 0.8 |
| The teacher has increased my interest in the subject. | 4.7 | 0.5 | 4.4 | 0.8 | 4.2 | 0.8 |
| Average of Q1-Q3 | 4.8 | 0.4 | 4.4 | - | 4.3 | - |

| Question | Average Score (TEACHER) | Dept Average by Activity & Level (POLITICAL SCIENCE-LECTURE (Level 4000)) | Fac Average by Activity & Level (ARTS & SOCIAL SCIENCES-LECTURE (Level 4000)) | Dept Average by Activity (POLITICAL SCIENCE-LECTURE) | Fac Average by Activity (ARTS & SOCIAL SCIENCES-LECTURE) |
|---|-------------------------|---|---|--|--|
| | Mean | Mean | Mean | Mean | Mean |
| The teacher has enhanced my thinking ability. | 4.7 | 4.6 | 4.4 | 4.5 | 4.3 |
| The teacher provided timely and useful feedback. | 4.9 | 4.5 | 4.4 | 4.4 | 4.3 |
| The teacher has increased my interest in the subject. | 4.7 | 4.5 | 4.4 | 4.5 | 4.2 |
| Average of Q1-Q3 | 4.8 | 4.5 | 4.4 | 4.5 | 4.3 |

(ii) Distribution of Responses and Additional Statistics



(iii) Scale Distribution of Responses



(iv) Rating Scores vs. Gender

| Question | M | F | Overall |
|---|-----|-----|---------|
| The teacher has enhanced my thinking ability. | 5.0 | 4.6 | 4.7 |
| The teacher provided timely and useful feedback. | 5.0 | 4.9 | 4.9 |
| The teacher has increased my interest in the subject. | 4.8 | 4.7 | 4.7 |

D. STRENGTHS

What are Stephen Monroe's strengths?

| Comments |
|--|
| Classes are well structured and efficient in terms of time and content. Prof Monroe lectures in a clear way. He's approachable and is always ready to assist students with their inquiries |
| Prof Monroe is a very approachable and kind prof who takes the time to know students individually, he prepares great slides and content to deliver to students. |
| really appreciated that the small class size enabled prof to encourage proactive participation in class, he made it easier to understand complex concepts especially for students without prior IR or economics background |
| Encouraging teacher, gives many opportunities for students to talk in class, though that is aided by the fact the class itself this semester is rather small |
| During in class lectures, he is clear, concise and helpful in answering our doubts and questions. He welcomes all ideas and is open to debating and clarifying any misconceptions that we may have. |
| Prof Monroe is passionate, engaging, patient, and clear in his teaching and grading. |
| Prof Monroe is fantastic at breaking down complex concepts such that they may be understood. Prof Monroe is also great at providing useful and constructive feedback on assignments. |
| His ability to unpack research and its necessary components are extremely relevant and useful. He is also encouraging and loves to hear his student's interests. |
| He is engaging in his lessons. Very encouraging of office hours and willing to help students out. He makes the seminar very bearable for a 4K lesson! |
| He is very friendly and great with feedback. He provides lots of insightful, detailed comments on assignment submissions to help me know where I could do better. The way he arranged the research aspect of the seminar made it seem much less daunting as well and helped me learn to do literature reviews, theory and hypothesis segments in a new way for the first time. |

E. AREAS FOR IMPROVEMENT

What improvements would you suggest to Stephen Monroe?

| Comments |
|---|
| For the class structure in particular, maybe more background can be given on how to do research designs, but this isn't a problem with his course, more an improvement for the pol sci dept to better equip students with prior knowledge before his class |
| The final accessment tho very much interesting and insightful to do has a slightly less tight association to the course content as commonly expected. Maybe a final accessment that is more course content oriented would be great. But overall i stilled liked the research paper approach. |
| NIL |
| could spend more time to go through the readings' arguments more in depth |
| Possibly allowing for more open class debates on certain issues or topics within BRICs between students so that we can cover a larger range of ideas. |
| None. |
| – |
| na |
| NA |
| Sometimes the class discussions and thought experiments feel very basic. For example, government policies to improve trade (which is something we'd discuss in much lower level classes as well) . Spending so much time on discussion activities that are devoid of context makes it feel more like a creative thinking seminar than an advanced economics module. |

F. SELF-REFLECTION

1. When comparing these results to the previous year's results, what areas have shown improvement?
2. What areas remain to be improved and what are the necessary steps / actions to do so?
3. Are there colleagues who could potentially guide me?
4. Are there issues that require departmental or institutional support?