ENOCK WILL NSUBUGA BULIME

Teaching Statement

TEACHING PHILOSOPHY

My goal as an economics instructor is to challenge students to **think like economists**. That means knowing why a model was built, what assumptions it rests on, recognize its limitations, and how to use it to construct a clear argument about something that actually matters. I want students to leave my courses with economic intuition alongside formal technique, and with the confidence to communicate that reasoning in professional and public settings.

TEACHING EXPERIENCE

At Kansas State University, I have taught **Intermediate Macroeconomics as instructor of record across six semesters, in both face-to-face and fully asynchronous online formats**, with responsibility for course design, lectures, assessment, and grading. I was a co-recipient of the Department of Economics' Thomas Graduate Student Teaching Award at Kansas State University for excellence in undergraduate teaching in 2026–2027. Previously, I served as a graduate teaching assistant in Principles of Macroeconomics and Microeconomics, Development Economics, and Introduction to Econometrics, and as a tutor in Intermediate Macroeconomics and Money and Banking.

CONNECTING MODELS TO REAL DATA AND POLICY

My research on fiscal policy and sovereign debt, together with my **experience conducting fiscal and macroeconomic policy analysis in Uganda**, informs how I connect economic models to policy questions. Having worked on public debt sustainability, fiscal reviews, and public investment, I bring an understanding of how economic analysis informs decisions under budgetary, institutional, and political constraints. I want students to understand both how a model works and what it can help explain about a government's ability to service its debt, finance education, or respond to an external shock.

To develop this connection between models and evidence, students in my courses locate and interpret Federal Open Market Committee statements and work with data from Federal Reserve Economic Data, the Bureau of Economic Analysis, the World Bank, and the Penn World Tables. In Spring 2026, every quiz opened with an excerpt from current economic news and asked students to identify a relevant model and use it to construct an argument. These exercises require students to select an appropriate framework, explain its predictions, and consider how its assumptions affect their interpretation of events.

I also introduce students to the economists who produce and interpret the evidence they use. In Spring 2024, I invited Jake Schild, a Research Economist at the Bureau of Labor Statistics, to speak via Zoom about careers in macroeconomics and the production of the unemployment and inflation statistics students had worked with throughout the semester. The discussion connected their coursework to professional practice and helped them see the work behind familiar economic indicators.

RESEARCH AND PROFESSIONAL COMMUNICATION

A semester-long research paper extends this approach. Students choose a macroeconomic question and develop it through a sequence of intermediate deadlines: topic selection by Week 5, an annotated bibliography by Week 10, and a final paper in Week 16 using credible empirical data. This structure allows me to provide substantive feedback while students are still developing their ideas and makes research a process rather than a single high-stakes submission. **One former student used his course paper as the writing sample in a successful application for a research-assistant position at the Federal Reserve Bank of Kansas City.** That outcome captures what I want applied assignments to accomplish: students should leave the course with work that demonstrates skills they can use beyond it.

I also design assessments that ask students to communicate economics outside a conventional exam. In Spring 2024, I replaced the final quiz with a **simulated technical interview** for an entry-level economist position. Students signed up for individual time slots, brought a CV, and were interviewed on macroeconomic reasoning and data interpretation. Instead of reproducing a solution mechanically, they had to explain their reasoning, respond to follow-up questions, and connect models to evidence. The exercise gave students practice in the kind of clear economic communication that is expected outside the classroom.

Supporting Students In Person and Online

Students arrive in economics courses with different levels of preparation and different reasons for studying the subject. I maintain a common analytical standard while providing several pathways for students to meet it. Before each semester, I use a short introductory questionnaire to learn about their majors, previous coursework, comfort with quantitative methods, and professional goals. In Intermediate Macroeconomics, some students are finance majors interested in interest rates and business cycles, others are preparing for graduate study or public-policy careers, and many are completing a degree requirement. Their responses help me connect difficult concepts to questions they already care about while maintaining consistent expectations.

Supporting students through demanding coursework requires sustained attention. At the midpoint of each semester, I contact students individually to ask about their questions, the course pace, and any changes that might support their learning. I also collect mid-semester feedback and discuss my responses with the class so students can see how their input informs the course. A Spring 2025 student wrote: "Bulime is great at following up with students and making accommodations when you do not understand. … He cares about you and cares that you understand." Through these practices, I aim to make rigorous coursework approachable and help students seek support when they need it.

Teaching the same course **in face-to-face and fully asynchronous online formats** has made me particularly attentive to course design. In the classroom, I can recognize confusion and adjust immediately. Online, I anticipate potential difficulties through clearly organized modules, regular low-stakes quizzes, detailed rubrics, timely written feedback, and individual Zoom meetings. A Fall 2025 student described this experience: "While it's hard to get to know your professors when taking an online class, he was always quick to respond to my emails and meet with me via Zoom whenever I needed to talk to him." A Summer 2025 student added: "I have never experienced a professor that cares more about students or that cares more about a course." Designing online courses has also strengthened my classroom teaching by helping me recognize where students encountering the material for the first time need more explanation or guidance.

Using Feedback to Improve

I treat teaching as an iterative process and use student feedback to identify specific changes rather than simply as a measure of satisfaction. Students in my early sections identified inconsistent assessment formats, unclear communication about syllabus changes, and exams that were challenging relative to the time allowed. I responded by standardizing the assessment calendar, developing more detailed rubrics, and providing structured review materials before examinations. Scores for preparation and grading fairness remained consistently high throughout (4.7–4.8 and 4.6–4.9, respectively), while clarity and student-learning scores improved substantially, contributing to the **rise in overall effectiveness from 4.1/5 to 4.8/5 (top 10% of Kansas State courses)** between my first term and Summer/Fall 2025. More important to me than the numerical increase is the process behind it: identifying specific weaknesses, making changes, and evaluating whether those changes improve the learning environment. Providing sufficiently detailed written feedback at scale in larger in-person sections, for example, remains something I continue to work on.

Mentorship Beyond the Classroom

I have advised students through internship and graduate-school applications, reviewed statements of purpose, and helped students identify faculty whose research aligns with their interests; **one student I advised is now enrolled in an MSc program**. I share seminars, internships, and other professional opportunities through my course portal so that students who want to go further have a visible path forward. I am eager to supervise undergraduate research projects, independent studies, and senior theses, particularly in macroeconomics, public finance, international economics, and development.

Courses I Can Teach

At the principles and intermediate levels, I can teach **macroeconomics, microeconomics, money and banking, and introductory econometrics**. My research agenda in public economics, macroeconomics, and international economics also prepares me to teach **public finance, international trade and finance, and political economy**, and I would be interested in developing upper-level courses in **fiscal policy and sovereign debt, African economic development, and digital financial inclusion**.