

TEACHING EVALUATIONS

TIMOTHY W. TAYLOR

ASSOCIATE INSTRUCTOR EVALUATIONS

The following table summarizes the courses in which I have served as an associate instructor and the average teaching rating I received from student evaluations. Associate instructor placements are awarded to doctoral candidates who have previously demonstrated competency in the classroom and are given full responsibilities of instruction. These responsibilities include syllabus design, instruction, assessment, and student advising/consolation.

While the tables and selected student comments in subsequent pages provide a more detailed perspective into my teaching assessments, *Table 1* below highlights students' evaluation in my overall teaching effectiveness as an instructor. Response options range from 1 ("poor") to 5 ("excellent"). My mean teaching rating by course is presented for the respective academic term.

Table 1: Summary of Associate Instructor Evaluations

Course Title (Term)	Level	Overall effectiveness of instructor	Department Mean
Introduction to IR (Winter 2015)	Lower division	4.5	3.9
IR in Western Europe (Spring 2015)	Upper division	4.7	4.3
<i>Average</i>		4.6	4.1

Notes: The question used to assess overall teaching evaluation is "Please indicate the overall teaching effectiveness of the instructor." Scores are based upon student responses on a 5-point scale.

The following pages provide detailed summaries from my student evaluations from each course I have served as an associate instructor. I first display formatted tables outlining the general performance I received on student evaluations of my teaching. Following the summaries of the evaluations, I include selected student comments from each course.

POL 137: International Relations in Western Europe¹

Table 1(a): Mean Student Evaluations for IR in Western Europe

Item	Spring 2015
Instructor's knowledge and command of subject matter	4.7
Clarity of course objectives and organization	4.4
Effectiveness of style and methods of class presentations	4.5
Instructor's openness to discussion and ability to stimulate it	4.7
Relevance and educational value of readings	4.4
Instructional value of course assignments	4.5
Instructional value of examinations	4.1
Instructor's availability for consolation	4.5
Fairness and impartiality of grading	4.6
Overall teaching effectiveness of the instructor	4.7

Notes: All questions range from 1 ("poor") to 5 ("excellent").

SELECTED STUDENT COMMENTS

INTERNATIONAL RELATIONS IN WESTERN EUROPE

- “Thanks so much for a great quarter! This was my favorite class of the quarter and I honestly looked forward coming to class each day. I feel like I learned so much, and this class has furthered my interest in IR in Western Europe. I really appreciated your enthusiasm and positive energy about the material! Too often I have had classes with professors that lacked energy whilst teaching, and it made it really difficult to stay engaged in material. However, you always appeared genuinely interested and excited about what you were teaching and that made class a joy to attend. I hope that I'll have the opportunity to have you as a professor again in the future. Thanks again, and have a wonderful summer!”
- “Tim is a great instructor with endless enthusiasm that leads to greater interest in the material at hand!”
- “He explains things clearly with real world examples to make the topics more palatable.”
- “The instructor is very knowledgeable and enthusiastic about the subject matter, making class very enjoyable and engaging.”
- “Loved this class, it was my favorite this quarter and I would want to take another class with you teaching it!”
- “It's one of my best [political science] classes that I've taken in Davis! I really enjoyed a lot learning about the European Union. Before taking this class, I basically had no knowledge on EU, but now I can feel that I have learned a lot through this course. All your lectures were very comprehensive and also interesting and the instructions for assignment were clear. Also, I think grading was reasonable too. I wish I could take another pol class with you in the future! Thank you so much for teaching this course!”

¹ Taught this course as an Associate Instructor

POL 3: Introduction to International Relations²

Table 1(b): Mean Student Evaluations for Introduction to IR

Item	Winter 2015
Instructor's knowledge and command of subject matter	4.7
Clarity of course objectives and organization	4.4
Effectiveness of style and methods of class presentations	4.4
Instructor's openness to discussion and ability to stimulate it	4.6
Relevance and educational value of readings	4.1
Instructional value of course assignments	4.0
Instructional value of examinations	4.1
Instructor's availability for consultation	4.6
Fairness and impartiality of grading	4.4
Overall teaching effectiveness of the instructor	4.5

Notes: All questions range from 1 ("poor") to 5 ("excellent").

SELECTED STUDENT COMMENTS

INTRODUCTION TO INTERNATIONAL RELATIONS

- “I’ll be graduating soon and I can say you’re definitely one of the best lecturers I’ve had at Davis. Clear very, very enthusiastic (which is awesome!), and very knowledgeable. I really enjoy how you incorporate your own experience and current events to lecture; it just makes the class so much more interesting.”
- “Enthusiasm helped a lot. Would recommend any class that you teach.”
- “Great class that I enjoyed taking. The course gave me a great overview about IR and inspired me [to] choose another IR course for the next quarter. Good choice of the different issues and very well structured. The additional readings and podcasts provided were all very interesting and well-chosen too. The Statecraft-Simulation was a great addition to the course and had a nice social aspect to get in contact with other students. The best course I had this term, thank you!”
- “I just want to say thank you so much for a great quarter. You have so much passion and enthusiasm for the subject that it makes learning so much more enjoyable.”
- “I really enjoyed this class and learning about international relations! This class really opened up my views on the world and how it works!”
- “I loved this class, what could have been a boring or difficult subject was made extremely interesting!”
- “Thanks for teaching the class! It inspired me as an Econ major to pursue a minor in IR. The topics were very interesting and relevant, and have changed the way I perceive things (in a good way).”
- “Really enjoyed your enthusiasm thanks for a great quarter!”

² Taught this course as an Associate Instructor

TEACHING ASSISTANT EVALUATIONS

The following table summarizes the courses in which I have served as a teaching assistant and the average rating I have received from student evaluations. While the tables and selected student comments in subsequent pages provide a more detailed perspective into my teaching assessments, *Table 1* below highlights students' evaluation in my overall potential as a teacher. Response options range from 1 ("poor") to 5 ("excellent"). My mean teaching rating by course is presented with comparison to the Political Science Department mean for the respective academic term.

Table 2: Summary of Teaching Assistant Evaluations³

Course Title (Term)	Level	My overall evaluation	Department mean
Politics of Interdependence (Winter 2012)	Upper division	4.8	4.3
Recent U.S. Foreign Policy (Spring 2012)	Upper division	4.6	4.2
Scientific Study of War (Summer 2012)	Upper division	4.9	4.4
Politics of Interdependence (Fall 2012)	Upper division	4.9	4.3
IR of Western Europe (Winter 2013)	Upper division	4.4	4.3
Politics of Global Inequality (Spring 2013)	Upper division	4.7	4.4
IR of Western Europe (Spring 2014)	Upper division	4.5	4.3
Introduction to IR (Fall 2014)	Lower division	4.7	4.1
<i>Average</i>		<i>4.7</i>	<i>4.3</i>

Notes: The question used to assess overall teaching evaluation is "TA demonstrates overall potential as a teacher." This question is used internally by the Political Science Department as an overall indicator of the TA's aptitude toward teaching. Scores are based upon student responses on a 5-point scale.

The following pages provide detailed summaries of my student evaluations from each course I have taught. I first display formatted tables outlining the general performance I received on student evaluations of my teaching. Following the summaries of the evaluations, I include selected student comments from each course.

³ Beginning Fall 2014, evaluations moved from in-class hardcopies to being conducted through online surveys.

POL 123: The Politics of Interdependence

Table 2(a): Mean Student Evaluations for the Politics of Interdependence

Item	Winter 2012	Fall 2012
Demonstrates of knowledge and command of the subject	4.8	4.9
Is well prepared for section/class	4.8	4.9
Is effective in encouraging student participation	4.9	4.9
Encourages students to express opinions and divergent views	4.8	4.8
Responds to questions and student requests	4.8	4.9
Explains and clarifies difficult material	4.7	4.8
Clearly defines expectations to students	4.7	4.7
Provides helpful comments on assignments	4.5	4.6
Helps the student appreciate course topics	4.7	4.8
Shows concerned about the quality of his/her performance	4.8	4.8
Demonstrates overall potential as a teacher	4.8	4.9

Notes: All questions range from 1 ("poor") to 5 ("excellent").

The department mean for the TA's overall potential as a teacher in upper division classes such as this one is 4.3 for the terms, Winter 2012 and Fall 2012.

SELECTED STUDENT COMMENTS

THE POLITICS OF INTERDEPENDENCE

- “Tim was not technically my TA (registered for other section), but I chose to go to both sections because I really appreciated the way he presented material and incorporated slides, real world examples, and reviewed key concepts. Excellent TA with captivating energy - would love to take another course with him.”
- “As a TA, Tim is excellent. I feel he provides us with an upper-hand when compared to the other TAs due to his excellent teaching ability.”
- “Best TA I've ever had at Davis, section is more so a class. Would be a great professor. Very personable, clear, helpful, adds personality to his section.”
- “You actually remember names. I like that. Good job!”
- “Thanks. You are a really good TA because you call on everyone but if they get a wrong answer you don't make them feel bad. It has encouraged me to answer more questions in class.”
- “Tim Taylor is an amazing TA. He is very knowledgeable of the subject matter is always well-prepared for discussion. He is very lively and funny and energetic too.”
- “Great enthusiasm and engaged students in section. Super personable and flexible in helping students in and outside of class.”
- “Best TA! Would love to have as a professor.”

POL 121: The Scientific Study of War

Table 2(b): Mean Student Evaluations for the Scientific Study of War

Item	Summer 2012
Demonstrates of knowledge and command of the subject	4.9
Is well prepared for section/class	4.9
Is effective in encouraging student participation	5.0
Encourages students to express opinions and divergent views	4.9
Responds to questions and student requests	4.9
Explains and clarifies difficult material	4.9
Clearly defines expectations to students	4.7
Provides helpful comments on assignments	4.7
Helps the student appreciate course topics	4.9
Shows concerned about the quality of his/her performance	4.9
Demonstrates overall potential as a teacher	4.9

*Notes: All questions range from 1 ("poor") to 5 ("excellent").
The department mean for the TA's overall potential as a teacher in upper
division classes such as this one is 4.4 for the term, Summer 2012.*

SELECTED STUDENT COMMENTS THE SCIENTIFIC STUDY OF WAR

- "Tim is a very clear teacher and maintained a strong connection with me and my peers all quarter. He was very helpful in office hours. He was also able to take the class intellectually beyond our readings/lectures. Great TA!"
- "Best TA I had in college. Very knowledgeable and energetic."
- "Tim was an awesome TA. Probably the best I've had in Davis so far. Showed command of the subject and encouraged people to participate. Trivia questions were cool."
- "Tim was one of the best TA's I've had so far. Very helpful during discussion and office hours. Clearly defined course material and paper expectations, and very helpful in giving advice on paper topics."

POL 130: Recent U.S. Foreign Policy

Table 2(c): Mean Student Evaluations for Recent U.S. Foreign Policy

Item	Spring 2012
Demonstrates of knowledge and command of the subject	4.5
Is well prepared for section/class	4.7
Is effective in encouraging student participation	4.5
Encourages students to express opinions and divergent views	4.7
Responds to questions and student requests	4.8
Explains and clarifies difficult material	4.8
Clearly defines expectations to students	4.7
Provides helpful comments on assignments	4.6
Helps the student appreciate course topics	4.7
Shows concerned about the quality of his/her performance	4.7
Demonstrates overall potential as a teacher	4.6

*Notes: All questions range from 1 ("poor") to 5 ("excellent").
The department mean for the TA's overall potential as a teacher in upper
division classes such as this one is 4.2 for the term, Spring 2012.*

SELECTED STUDENT COMMENTS

RECENT U.S. FOREIGN POLICY

-
- “Tim was an excellent TA and was very helpful in both office hours and over email correspondence. Very friendly and knowledgeable on many foreign policy issues; I wish he taught this course!!”
 - “This class would not have been possible without you. Thank you for your time and help on every assignment. I am really glad you were my TA.”
 - “Tim, thank you for your enthusiasm! I never thought I'd be interested in IR this much but talking to you definitely sparked more of an interest in the topic for me. Thank you for all your help I look forward to taking your classes in the future!”
 - "Tim was very helpful, approachable, [and] available. He was able to communicate effectively and make adjustments for students. Thank you!"

POL 124: The Politics of Global Inequality

Table 2(d): Mean Student Evaluations for the Politics of Global Inequality

Item	Spring 2013
Demonstrates of knowledge and command of the subject	4.6
Is well prepared for section/class	4.5
Is effective in encouraging student participation	4.4
Encourages students to express opinions and divergent views	4.5
Responds to questions and student requests	4.7
Explains and clarifies difficult material	4.5
Clearly defines expectations to students	4.4
Provides helpful comments on assignments	4.4
Helps the student appreciate course topics	4.4
Shows concerned about the quality of his/her performance	4.5
Demonstrates overall potential as a teacher	4.5

*Notes: All questions range from 1 ("poor") to 5 ("excellent").
The department mean for the TA's overall potential as a teacher in upper
division classes such as this one is 4.4 for the term, Spring 2013.*

SELECTED STUDENT COMMENTS THE POLITICS OF GLOBAL INEQUALITY

-
- “Best TA I've ever had, wish Tim was a professor already. Always helpful, extremely approachable, provides great insight and cares about students.”
 - “Tim is a great TA. He is very knowledgeable and always makes it easy to ask questions. He is incredibly helpful and approachable. I would recommend him to all my friends.”
 - "I enjoyed having Tim as a TA. He was very helpful whenever I needed advice about what to do for my assignments."

POL 137: International Relations in Western Europe

Table 2(e): Mean Student Evaluations for IR of Western Europe

Item	Winter 2013	Spring 2014
Demonstrates of knowledge and command of the subject	4.4	4.7
Is well prepared for section/class	4.6	4.8
Is effective in encouraging student participation	4.3	4.6
Encourages students to express opinions and divergent views	4.3	4.6
Responds to questions and student requests	4.7	4.7
Explains and clarifies difficult material	4.5	4.6
Clearly defines expectations to students	4.5	4.6
Provides helpful comments on assignments	4.4	4.6
Helps the student appreciate course topics	4.4	4.7
Shows concerned about the quality of his/her performance	4.4	4.5
Demonstrates overall potential as a teacher	4.4	4.5

*Notes: All questions range from 1 ("poor") to 5 ("excellent").
The department mean for the TA's overall potential as a teacher in upper division classes such as this one is 4.3 for the terms, Winter 2013 and Spring 2014.*

SELECTED STUDENT COMMENTS

INTERNATIONAL RELATIONS OF WESTERN EUROPE

- "Tim is so nice [and] patient. Responds to emails really fast. Doesn't make me feel dumb, has potential to be a professor."
- "Very helpful and enthusiastic!"
- "Tim is an awesome guy and has extremely helpful and clarifying material."
- "Tim Taylor was very helpful when it came time to write the research papers."

POL 3: Introduction to International Relations

Table 2(f): Mean Student Evaluations for Into to IR

Item	Fall 2014
Demonstrates of knowledge and command of the subject	4.7
Is well prepared for the section	4.6
Is effective in encouraging student participation	4.7
Encourages students to express opinions and divergent views	4.7
Responds to questions and student requests	4.8
Explains and clarifies difficult material	4.4
Clearly defines expectations to students	4.4
Provides helpful comments on assignments	4.4
Helps the student appreciate course topics	4.7
Overall teaching effectiveness	4.7

*Notes: All questions range from 1 ("poor") to 5 ("excellent").
The department mean for the TA's overall potential as a teacher in upper division classes such as this one is 4.1 for the term, Fall 2014.*

SELECTED STUDENT COMMENTS

INTRODUCTION TO INTERNATIONAL RELATIONS

-
- "TA breaks the material down and explains it very well for students in section. I definitely think Tim knows a lot about the subject."
 - "Tim always has good slides prepared before class. He makes use of the hour long section we only have once a week, but making every minute productive and interactive."
 - "My instructor was very excited about the subject matter they were teaching, and was always very open and encouraging to students. It was great to see an instructor, especially a TA so enthusiastic to impart knowledge and engage students."
 - "[Tim is] really excited, and when teaching, creates an enthusiasm and desire to learn in the student."
 - "Tim's enthusiasm and ability to give many relevant examples on the fly made what could've been a very dry class interesting."

SELECTED COMMENTS FROM STUDENT LETTERS

The following comments are taken from letters, emails, and recommendations received by students after they had completed my courses. While the first set of comments are from university undergraduates, the final four comments are selected from letters written by former high school students after their graduation.

- "I am very grateful that I had the honor of having you as my TA. Thank you for making my undergraduate [studies] such a great experience. Your guidance every step of the way was very essential. I am very sure that you made [a] great difference in many other students' lives."
- "I just wanted to say thank you for being such a great TA this quarter. You were so kind and approachable, always having helpful answers to my questions and I am so grateful!"
- "You always answered my questions and clarified so many things. I definitely learned a lot and your enthusiasm was so helpful so early in the morning."
- "For me, the time to talk and discuss about my future, paper and Korea with you is a big part of my life. I appreciate your help and please let me know when you visit Korea."
- "I wanted to thank you for such a great class. Not only was 'International Relations in Western Europe,' one of my favourite courses, but I also learned so much... All the information I learned from your class has already proven beneficial, as knowing about the EU comes up a lot in the work I have been doing [in the Scottish Parliament]. I have referred back to my notes and your lecture slides many times while preparing for meetings and writing briefs on various issues."
- "I just want to say thank you sir for the year you spent devoting yourself to us. No matter what happens, we will always attribute our success to the words and lessons you left us in that one year we were blessed enough to spend with you!"
- "What is even more significant than his excellence in [his] academic field is [the] great leadership that he demonstrated during the class. I believe that his great leadership came from his passion for teaching, responsibilities shown by his well-prepared lectures and activities, and also devotion and respect for his students. With no exaggeration, he made everyone in my class actively participate in class discussions as well as short activities. His devotion and respect towards his students should be highlighted as well. He always promoted debates on social issues around us that we could easily apply theories we learned in the class to our real lives. Furthermore, whether a student performed well or not, he always inspired them to be involved in the class and treated all the students fairly. His fairness and respect for students created an encouraging atmosphere in the class."
- "His classes were always well organized and systematic and in cases where we were unable to understand complex ideas, Mr. Taylor would always step in to sufficiently clarify and explain. By the end of every class, his students would always take home something new regarding the lesson and another memory of a fun class of laughter and learning. We were always interested, looking forward to the next class in which [he] would tastefully blend class topics with real life situations and personal experiences."
- "[I was] amazed by how prepared he was, how he always did more than was needed to be a better teacher, a better mentor. When I was his student, he seemed like a walking encyclopedia that could answer any question or doubt I had on any subject. When we were in doubt, there was Mr. Taylor. He actively created an atmosphere of discussion, where it was not only him who taught, but rather the entire class was teaching each other. Once, I remember a class when we were talking about whether it was the fault of the poor that they were poor or not and I was the only student who believed that it was. Any other teacher could have been judgmental or intolerant of such a belief but he encouraged me to stand for my opinion. Meeting him was a turning point in my life that made me who I am today- a strong, independent thinker willing to take intellectual risks and challenge convention."