

Faculty Evaluations – Sina Mirzaei

The tables below are created from teaching course evaluations when I taught as an instructor of record for in-person classes and teaching assistant roles which required guest lecturing.

Each semester, different faculty was assigned to observe and complete evaluation forms at the end of the semester. The scale for ranking my performance had 5 options of: poor, borderline, acceptable, good, and excellent with an open-ended feedback section at the end of the evaluation form. Table 1 is the summary of the scale ranking of my performance by faculty in different categories and Table 2 is the summary of the strengths faculty observed and noted in the open-ended section.

Table 3. Summary of faculty evaluations by scale ranking

Evaluation category	Fall 2022 Advanced International Politics	Spring 2024 American Foreign Policy	Fall/Spring 2024 World Politics
Grading and assessments	Excellent	Excellent	Excellent
Preparation	Excellent	Excellent	Excellent
Professionalism	Excellent	Excellent	Excellent
In-class teaching skills	Excellent	Excellent	Excellent
Student engagement	Excellent	Excellent	Excellent
Potential for future teaching work	Excellent	Excellent	Excellent

Table 4. Summary of open-ended feedback

Dr. Paul Lenze	Provided thoughtful comments and encouragement to the students based on the prepared rubric.
Dr. Minzi Su	<p>Professional attitude – serving needs of our students with appropriate standards and fairness as well as personal attention. Communicates well with both students and faculty. I had a very busy fall teaching load while facing lots of changes in my personal life, Sina was unfailingly supportive and helpful throughout. I particularly appreciate the way we communicate, responsive, positive, accountable and respectful.</p>
Dr. Gretchen Gee (Department chair invited for class observation)	<p>You had an outline of the lecture up on the board, making it easy for your students to understand the focus and structure of the class. You had music playing in the few minutes before class started, which created a warm and welcoming environment.</p> <p>As you began the class, it was clear that you knew your students' names and were able to call on them by name, which encourages a sense of connection and belonging. You also started off the formal part of the lecture with an interesting question about whether or not international organizations are relevant in the world. Multiple students answered, and you used their response to segue into your introduction to intergovernmental organizations. You skillfully used questions throughout the lecture to engage the students with the topic and to allow them to share their insights. They clearly felt comfortable sharing answers and viewpoints.</p> <p>Your demeanor as you taught was confident and positive. You created a mini simulation in class to help students understand the role and challenges of IGOs and NGOs. Each group shared, and then they had to go back to their groups and critique the things the other groups suggested. These conversations fostered engagement and critical thinking and involved the class in lively discussions.</p> <p>You moved around, referenced images on your slides, and used your physical presence to keep the students focused on your lecture. What was particularly impressive was that you didn't rely on notes but spoke fluidly and freely. This made the delivery of your lecture all the more interesting.</p>