

**Outstanding Graduate Student Instructor Award Nomination, 2009**

This University-wide recognition is granted for exceptional teaching ability and creativity, as well as continuous growth as a teacher and scholar. This award is considered a “career achievement” award, as nominations are based on a history of teaching excellence. The nomination is highly selective, as each department in the University may nominate no more than two graduate students for this award. This award is the highest honor granted to Graduate Student Instructors at the University.

**Teaching record (chronological order)**

*Head Graduate Student Instructor* for **Principles of Macroeconomics**, Fall 2006 – Winter 2008

- Each semester, taught one discussion section of approximately 35 students; managed and oversaw a team of 6 – 10 Graduate Student Instructors

*Primary Instructor* for **Intermediate Microeconomics**, Summer 2007

- Designed, administered, and taught this course for 11 Public Policy and International Affairs Fellows, undergraduate students from groups underrepresented in public policy careers

*Primary Instructor* for **Mathematics Camp**, Summer 2007

- Designed, administered, and taught a mathematics boot-camp for incoming MPP students

*Graduate Student Instructor (GSI)* for **Principles of Macroeconomics**, Fall 2005 – Winter 2006

- Each semester, taught two weekly discussion sections of approximately 35 students each to complement large auditorium lectures by supervising professors.

**Numerical Summary of Teaching Evaluations**

The following table summarizes the numerical results of anonymous teaching evaluations I received from students during my six terms of teaching Principles of Macroeconomics (ECON 102) at the University of Michigan. Students evaluate the course and their instructor by responding to a series of statements on a scale from 1 (strongly disagree) to 5 (strongly agree), with higher scores reflecting better performance. I present results for the following two questions:

Q1: I learned a great deal from this course.

Q2: Overall, the instructor was an excellent teacher.

<b>Term</b>	<b>Position</b>	<b>Supervising Professor</b>	<b>Q1 Course (University median)</b>	<b>Q2 Teacher (University median)</b>
Fall 2005	GSI	George Johnson	4.38, 4.23 (4.19)	4.71, 4.62 (4.45)
Winter 2006	GSI	Philip Howrey	4.85, 4.17 (4.17)	4.85, 4.29 (4.44)
Fall 2006	Head GSI	Michael Leeds	3.88 (4.21)	3.88 (4.50)
Winter 2007	Head GSI	Michael Leeds	4.77 (4.17)	4.77 (4.45)
Fall 2007	Head GSI	David Spencer	4.35 (4.20)	4.58 (4.50)
Winter 2008	Head GSI	Robert Rossana	4.36 (4.19)	4.71 (4.50)

With the exception of Fall 2006, my scores are well above the University-wide medians. The aberration was my first term serving as Head Graduate Student Instructor and teaching for a visiting professor; as such, I initially struggled to balance my administrative and teaching duties. However, I was able to overcome these difficulties in subsequent semesters while continuing to teach for different visiting professors.

### **Selected Comments from Evaluations**

In addition to numerical evaluations, students are also invited to provide written comments to the instructor. Some examples are presented below.

#### Enthusiasm and commitment to students

“You did an amazing job, and you are the best GSI [Graduate Student Instructor] I have had during my U of M career. I learned a lot more from our discussions than I did from lecture, and I thank you for all of your help and knowledge.” (Winter 2006)

“Joanne was a great GSI. She understood where we were having problems. ... People from other sections came to her class because she is an excellent teacher.” (Fall 2005)

“[Joanne] was a excellent GSI. Probably the most personable AND knowledgeable I’ve had so far at UMich. She was well organized, explained things clearly, spoke well (not monotonous), and used class time well. It will not only an informative discussion section but also had a relaxed atmosphere. Well done!” (Winter 2006)

“Joanne was a very good teacher. She was concerned always w/ the students and if they were understanding. She explained things well, cleared up things I didn’t get in lecture.” (Fall 2005)

“You’re a great GSI! I learned a lot in this course, and I never dreaded coming to section. It’s clear that you are extremely knowledgeable about the material and also obviously a dedicated teacher. Definitely liked the structure... I liked how you were flexible enough to accommodate unexpected questions. Thanks so much and good luck to you!” (Winter 2007)

#### Approach to teaching

“Joanne has probably been one of the best GSIs thus far in my college career. Econ is a difficult subject for me and Joanne explained things that were confusing in lecture and did lots of good practice problems.” (Winter 2008)

“One of the best GSIs I’ve ever had. She was excellent at explaining difficult material... I liked how she reviewed the class material slowly and in-depth. GREAT JOB!” (Winter 2008)

“Joanne was very good at integrating the students in the class. It really was a discussion open to several questions (which she fielded beautifully) and it was just a great, engaging class.” (Winter 2007)

“I thought Joanne was an excellent and very knowledgeable GSI. She could answer any question that was raised, while at the same time approaching them differently than our professor to provide us with a better understanding.” (Winter 2008)

“You definitely help clarify a lot of the concepts covered in lecture. Your handouts (with the flowcharts) are really helpful in visualizing everything.” (Fall 2005)

“I really enjoyed this class. The application of principles I learnt, in this discussion was far greater than any other section or lecture I’ve sat through.” (Winter 2006)

“You are really a wonderful teacher! Thank you for always being prepared to answer “off-beat” questions while keeping the focus on the material at hand.” (Winter 2006)

“Good job! Nice job painting the bigger picture.” (Fall 2005)

“I really appreciated the ease and comfort with which our GSI presented the material. She made everything ten times easier to understand and always seemed eager to give extra help.” (Fall 2005)

“Fuller explanations of graphs + formulas (than the ones received in lecture) were helpful and really added to understanding of material.” (Winter 2007)