Research Statement

Steven V. Miller
Department of Political Science, Clemson University
svmille@clemson.edu

My research clusters on two broad questions. First, how do contextual factors like external threat and conflict influence political attitudes, especially about the government? Second, how do we understand conflict as a process, more broadly? These two questions put my research agenda at the intersection of both the peace science community in international relations and political behavior scholars in comparative politics. These fields appear discrete from each other but my research shows how they overlap. My solo publications in outlets as diverse as *Political Behavior* and *Journal of Peace Research* highlight the potential to get both fields to learn from each other. My methodological approach toward answering these questions is similarly diverse, drawing on tools like mixed effects modeling of hundreds of thousands of individuals from cross-national survey data sets as well as estimating time-series-cross-sectional models of conflict onset and duration. I describe these two agendas in greater detail, outlining my focus, the finished products that have followed, and new research I am doing on these topics.[1]

How Do Conflict and Threat Influence Political Attitudes?

I am best known for my series of publications that explores how contextual factors external to the citizen and the state—like international conflict, terrorism, and even the economy—influence citizen attitudes. The political attitudes that interest me are multiple but I am most concerned in explaining attitudes about the authority the government should have. The attitudes I analyze are eclectic and the contextual factors on which I focus may vary but all my analyses share unifying assumptions that contextual factors of external threat, conflict, and macroeconomic downturns constitute a threat to material well-being and induce a sense of mortality. Individuals offset this sense of fear by looking to empower leadership with discretionary authority to provide for their welfare. This offsets the fear of mortality, consistent with insights from psychology, but it has important implications for democracy and our more general understanding of conflict processes.

This was the theme of my dissertation done under the direction of Douglas M. Gibler. My starting point was scholarship on territorial conflict, which the peace science community identified as a particularly salient issue disproportionately responsible for most of our disputes, wars, recurring conflicts, and international rivalries. Territorial conflict is even responsible for slowing democratic reforms and consolidating power in the executive. I argued that scholarship that identified disputed territory as a root cause of international conflict and a barrier to democratic reforms only captured part of the puzzle. Disputed territory changes political attitudes to favor international conflict and autocratic consolidation.

[1] The research page on my website contains links to additional projects on topics like gun control, human rights, and foreign aid that do not quite fit my overall research agendas. However, they have resulted in a publication in *Social Science Quarterly*, a few other working papers, and some media coverage in outlets like *Bloomberg BusinessWeek*, *NBC News*, and *The Washington Post*.

I have since published this dissertation in full. "Individual-level Expectations of Executive Authority under Territorial Threat", published in *Conflict Management and Peace Science*, provides the main argument that underpins the dissertation. I argue and show these territorial threats change citizen expectations of the power the executive should have, broadly changing citizen attitudes to favor rule of government by a "strong leader" unencumbered by legislative or electoral oversight. "Territorial Disputes and the Politics of Individual Well-being", published in *Journal of Peace Research*, shows that citizens targeted in a lot of territorial disputes think they have a lower quality of life but citizens in states that initiate a lot of territorial disputes are happier their government is taking efforts to secure the contested good. They report having a higher quality of life as a result. "External Territorial Threats and Tolerance of Corruption: A Private/Government Distinction" might be the most unique chapter from the dissertation. I leveraged three different cross-national data sets to show that territorial threat increases citizen attitudes to favor government corruption but decreases tolerance of corruption in society not involving government actors. This manuscript was recently published in *Peace Economics, Peace Science and Public Policy*.

I have three other publications that share this theme. "Individual Identity Attachments and International Conflict: The Importance of Territorial Threat", co-authored with Douglas M. Gibler and Marc L. Hutchison in *Comparative Political Studies*, argues that territorial threat influences citizen-level identity attachments. We use Afrobarometer and World Values Survey data to show that citizens in states targeted by territorial threats are more likely to self-identify with their country whereas citizens in states that routinely initiate territorial revisions are more likely to self-identify with their ethnicity. Our within-case analysis of Nigeria demonstrates this spatial variation of identity attachments contingent on proximity to disputed territory.

My other two publications in this research agenda are solo manuscripts that have already created considerable buzz in academic and pundit circles. "Economic Threats or Societal Turmoil? Understanding Preferences for Authoritarian Political Systems", published in *Political Behavior*, contributes to the authoritarian governance literature by proposing both novel measures and formal arguments for why we should expect economic threats or societal conflict to lead to support for authoritarian governments. I find that it is mostly economic downturns that explain these changes in political attitudes, which has resulted in some discussion from those interested in the problem of "democratic deconsolidation" in the wake of the 2008-2009 financial crisis. "The Effect of Terrorism on Judicial Confidence", published in *Political Research Quarterly*, argues terrorism decreases support for judicial independence among countries with independent judiciaries because these important democratic institutions provide legal assurances to terror suspects. This paper is often mentioned on Twitter when, for example, President Trump tweets attacks against the legal system to promote counterterror measures he prefers.

I have several other working projects on this topic, some of which have already generated considerable publicity. "White Outgroup Intolerance and Declining Support for American Democracy", co-authored with Nicholas T. Davis, argues a relationship between whites who see ethnic/racial outgroups as status threats and support for authoritarian governance in the U.S. This paper has been featured in *The New York Times*, *NBC News*, *MacLeans*, *Rolling Stone*, and *ThinkProgress* among several other outlets. Other working papers and works in progress focus on how territorial threat influences different domestic political actors to prioritize defense spending and how pro-government violence increases support for authoritarian governments in Sub-Saharan Africa.

How Do We Understand Conflict Processes?

I am a product of the peace science community, a collective of scholars who privilege advanced formal-theoretic and quantitative methods to understand the causes of militarized interstate disputes and the factors that influence the escalation of these disputes to war. My main research agenda has since evolved to explore the overlap of this field with comparative political behavior but my ongoing research still has plenty to contribute to the core mission of this community.

My first few publications sit firmly in this field of scholarship. I worked with Douglas M. Gibler to explore how the territorial conflict literature should encourage us to rethink what we know about the democratic peace. This resulted in two publications, one in *Conflict Management and Peace Science* in 2011 and another in *Journal of Conflict Resolution* in 2013, that show how territorial conflict conditions what we previously knew of how democracies peacefully settle their disputes and how well democracies are able to select cheap and quick disputes. Our collaboration resulted in another project, "External Territorial Threat, State Capacity, and Civil War.", that shows how territorial threat increases state capacity and decreases the likelihood of a civil war over control of government. That was published in *Journal of Peace Research* in 2014.

My most recent contributions to this community focus on our conflict data. Douglas M. Gibler, Erin K. Little, and I published a revised version of the Correlates of War (CoW) Militarized Interstate Dispute (MID) data set in *International Studies Quarterly*. We show an error rate of more than 72% to the most recent version of the MID data (v. 4.01) from which we forked. Our revised version, which we call the GML MID data and host on my website, has important implications for some of our most prominent works that used the CoW-MID data. The results of this project, which we have been doing together since 2009, led Gibler and I to rethink conflict as a process to focus less on incidents and more on the demands that states communicate to each other over some issue. This project, titled "What Do Leaders Want? Collecting and Coding Issue Positions and Demands in the Militarized Interstate Dispute (MID) Data, 1816-2010", resulted in external funding from the National Science Foundation (NSF) worth $92,787 for Clemson University.

Curating our GML MID data and my NSF grant will consume my analytical energies for the research I do on this topic. However, I do have a few other works in progress that answer research questions of interest to the peace science community. The first project, tentatively titled "When and Where is the Democratic Peace?", works with two graduate students in the Clemson University Department of Mathematical Sciences to estimate a mixed effects time-series-cross-sectional model with spike-and-slab priors to assess the scope of when (i.e. time periods) and where (i.e. dyads and regions) we can attribute a causal relationship between increasing democracy and the absence of MIDs. I have tentative follow-up plans to follow this model with another that assesses John Vasquez' "steps to war" argument by region and temporal domain, identifying when and where disputed territory was more likely to escalate to war.

Teaching Philosophy

Steven V. Miller
Department of Political Science, Clemson University
svmille@clemson.edu

My approach to teaching political science to students starts with an identification of a problem I see in the discipline in general. The gap between what political scientists do and what political scientists teach to students, certainly at the undergraduate-level, is becoming a chasm. Political scientists, especially quantitative political scientists in international relations, occupy their analytical energies with questions of data, measurement, rigorous formal models, and advanced statistical tools. While our discipline has evolved with (and has even been at the forefront of) advances in technology and inference, undergraduate curricula can be left unchanged. The same political science we learned as undergraduates decades ago may be what we teach our students. Many old concepts endure and should be taught, but the discipline has transformed. My teaching philosophy is motivated by a desire to bridge this gap by emphasizing the *science* of "political science."

I begin every class with a discussion of science and inference. I find that most students are not accustomed to thinking of political science in this way, at least initially. After all, most students who enroll in political science as a major do so because they are interested in politics or think of themselves as political. This is even applicable to non-majors who enroll in introductory courses. Thus, they are unaccustomed to thinking about the science behind "political science" and do not see the connection between the two. I address this as soon as the class begins.

For example, my introductory course on international relations, targeted for first-year students, starts with the important assumptions that underpin our means to inference. We start with an identification of the main actors we analyze (i.e. state leaders). We discuss the context of how state leaders interact in a strategic situation like the current discussions of nuclear proliferation involving the U.S. and Iran. This means we discuss some game theory, simple bargaining/ultimatum models, expected utility theory, and even go over how to read a regression table. This discussion happens before we start talking about topics like war, trade, or international environmental politics. In short, I spend the first few lectures of the semester teaching students how to evaluate claims about polics before we discuss the details of these topics in political science. Students must learn to think scientifically about the study of international relations before talking about international relations itself.

My upper-division international conflict course proceeds in a similar fashion. Students cannot take the upper-division conflict course without also taking the introductory course on international relations. However, I start with the same discussion. I tailor these first few weeks to reiterate bargaining models of conflict and expand on them for an audience largely comprised of juniors and seniors. I also bring in a discussion of terms like "conflict", "war", and "militarized interstate dispute (MID)." This amounts to a full week where we define these terms and narrow the scope in which we use them (e.g. wars are operationally MIDs in which more than a 1,000 troops die in combat). I build on this toward a simple "dangerous dyads" lecture that teaches students how to understand research design, data analysis, and importantly how to read and evaluate a regression

table. This prepares the class for what is an article-heavy approach to understanding international conflict. I am a peace scientist by training and the class is replete with journal articles from our top general interest journals (e.g. *American Journal of Political Science*) and our top field journals (e.g. *International Studies Quarterly* and *Journal of Conflict Resolution*). I train students in how to evaluate the results they read before we understand the substance of the results themselves for understanding the causes of disputes and war.

My U.S. foreign policy course takes a similar approach even as the scope of the class changes. For example, my class on American foreign policy decision-making proceeds with a treatment of the prevailing theories of foreign policy decision-making and why American presidents make the decisions they make in foreign policy. I then apply these tools to an understanding of prominent cases like the Cuban Missile Crisis and Operation Eagle Claw during the Iran Hostage Crisis. What they first understood as just interesting events or American foreign policy episodes with normative implications, they soon see how we as researchers seek to understand these events and others scientifically.

My teaching philosophy makes every substantive course, in part, a methods/research design course in which we understand the assumptions that underpin our theoretical arguments and how the authors we read evaluate the support for the arguments they make. The quantitative methods class I teach simply extends this framework and, consistent with teaching philosophy, tailors it to applied political science research. This class covers the basics of measurement and descriptive statistics. It also discusses simple inferential tests, like differences in means. However, the class I teach gets the most mileage on regression itself. We do more than simple bivariate OLS in this class. Instead, we extend this framework quickly to include how to interpret interactions and what to do when the dependent variable we wish to explain is not drawn from a normal distribution (i.e. when the dependent variable is binary or ordinal). We even close with a discussion of reproducibility and transparency and mention why it is important consider a Bayesian framework for inference even if the latter topic is advanced and best saved for a special topics course in a methods sequence.

I approach political science instruction this way because I believe it is important to reconcile how political science is practiced by professionals and how it is taught to students. I also believe that this maximizes the student's learning experience when the student enrolled in political science expects just roundtable discussions of current events. My experience is that my students generally agree with this approach after the class has concluded and those evaluations played a role in my 2014 selection as one of the top 40 professors under the age of 40 who inspire their students.[1] Students are eager to rethink their previous understanding of politics after taking a class that teaches how to use the same rigorous inferential tools that academics use in their own research.

This experience I have at Clemson University is shared with experiences I had at previous jobs at the University of Alabama and the University of Illinois. Students have kept in touch and have tried to take other classes with me. It is always rewarding when students profess to retaining information from a class I taught a year or two prior. It is even more rewarding when they say how my approach has helped them prepare for law school, business school, and even graduate school.

[1] http://newsstand.clemson.edu/mediarelations/two-clemson-professors-named-among-nations-top-40-under-40/

An Empirical Assessment of My Teaching Effectiveness

Steven V. Miller
Department of Political Science, Clemson University
svmille@clemson.edu

This document offers an empirical assessment and analysis of my teaching effectiveness since I arrived at Clemson University. The empirical assessment I offer here pools teaching evaluations by each unique class I have taught and compares them to the department average for all classes. They suggest that class room organization, communication, and my ability to impart meaningful skills and knowledge are relative strengths of mine in the class room while my perceived lack of a "positive" disposition and the higher level of difficulty in my classes are weaknesses of mine relative to other department offerings.

The rest of this document outlines how I proceeded with this empirical analysis, starting with a discussion of Clemson University's course evaluation system.

Clemson University's Course Evaluation System

Clemson University has been using online-only course evaluations for longer than I have been employed at the university. This online-only evaluation system has instructors activate the online assessment tool shortly before the end of the semester and then inform the class to fill out these forms. The inferential problem of selection is unavoidable in these evaluations. We, as instructors, try our best to encourage students to fill out these forms, but the evaluations we receive come from those most motivated to complete them. Evaluations will always be a non-random sample of all students, barring a more effective sampling method or outright compulsion (c.f. Nulty, 2008).

The evaluations are two-fold and work at two-levels. The "two-levels" indicate the university has a standard catalog of questions for all instructors in all departments and that each department can craft additional questions to include on these assessments to gauge metrics germane to their own interests. The "two-fold" element comes from the varying nature of questions. Most questions are Likert-like responses in which the evaluation gives a prompt, either in the form of a question or a statement, and then the student says on a five-point scale the degree to which the student agrees with it. Higher values indicate more agreement. There are additional open-ended responses though these do not lend themselves to an easy quantification and, for the most part, do not manifest in the more exhaustive feedback we receive about our performance in the class room. This results in 13 university-level metrics that share this five-point scale and an additional 10 prompts that assess metrics of interest to the Department of Political Science at Clemson University.[1] The prompts at the university-level (with corollary variables codes in parentheses) are:

- "The instructor clearly communicated what I was expected to learn." (`G1`)
- "The instructor made the relevance of the course material clear." (`G2`)

[1] This analysis will exclude one university-level metric ("Was the course a requirement for you?") and one department-level metric ("I had a strong desire to take this course.") because neither prompt measures teaching effectiveness in any meaningful way even after considering for the measurement bias inherent in these student assessments of teaching (e.g. McKeachie, 1997).

- "The course was well organized." (G3)
- "There was a positive interation between the class and the instructor." (G4)
- "The instructor's teaching methods helped me understand the course material." (G5)
- "The instructor's verbal communication skills helped me understand the course material." (G6)
- "The instructor clearly explained what was expected on assignments and tests." (G7)
- "The instructor kept me informed about my progress in the course." (G8)
- "The feedback I received on assignments and tests gave me the opportunity to improve my performance." (G9)
- "Overall, the instructor is an effective teacher." (G10)
- "The instructor's grading procedures gave a fair evaluation of my understanding of the material." (G11)
- "How much work did you put into this course relative to your other courses?" (G12)
- "How difficult was this course for you relative to your other courses?" (G13)

The prompts at the department-level (with corollary variable codes in parentheses) are:

- "The instructor seemed interested in my progress as a student." (D1)
- "The instructor used handouts, audio-visual equipment, and computer applications where appropriate." (D2)
- "I was encouraged to visit with my instructor during office hours if I had difficulty with the course material." (D3)
- "The instructor encouraged students to use multiple resources (library holdings, etc.) to improve understanding." (D4)
- "The instructor asked students to help one another understand ideas and concepts." (D5)
- "I felt I gained factual knowledge in this course." (D6)
- "I learned important fundamental principles, generalizations, and theories about politics in this course." (D7)
- "The instructor stimulated critical and creative thinking about the subject." (D8)
- "This course enhanced my ability to write critically." (D9)
- "The instructor presented the course material at the appropriate level of difficulty." (D10)

Toward an Empirical Assessment of My Teaching Effectiveness

I outline here the approach that I will use to gauge my teaching effectiveness while I have been employed at Clemson University. This approach leverages teaching evaluations data for the Department of Political Science at Clemson University since Fall 2013, complementing it with grade distribution data since Fall 2006, for an analysis that is fundamentally descriptive. As such, the analysis I present here is faithful to the nature of the data but the patterns I describe and the explanations I offer for them are ultimately illustrative.

I logged into Clemson University's Student Assessment of Instructors portal and downloaded the individual-level raw response data for every class I taught since I arrived at Clemson University in the Fall of 2013. Thereafter, I pooled all observations by the unique course I taught, creating four clusters for all teaching evaluations for my classes on introduction to international relations (POSC 1020), quantitative methods in political science (POSC 3410), international conflict (POSC 3610), and U.S. foreign policy (POSC 3630). I calculate semester averages for the entire department

using the available information that the Student Assessment of Instructors portal provides in its written summary report. I then compare the department averages to the averages for each of the unique clusters for the separate courses I teach.[2]

I use these data to create Figure 1, which shows my average evaluation scores by each unique course I have taught relative to the overall department average since Fall 2013. It serves as the foundation from which I assess my relative strengths and weaknesses in the remainder of this document.

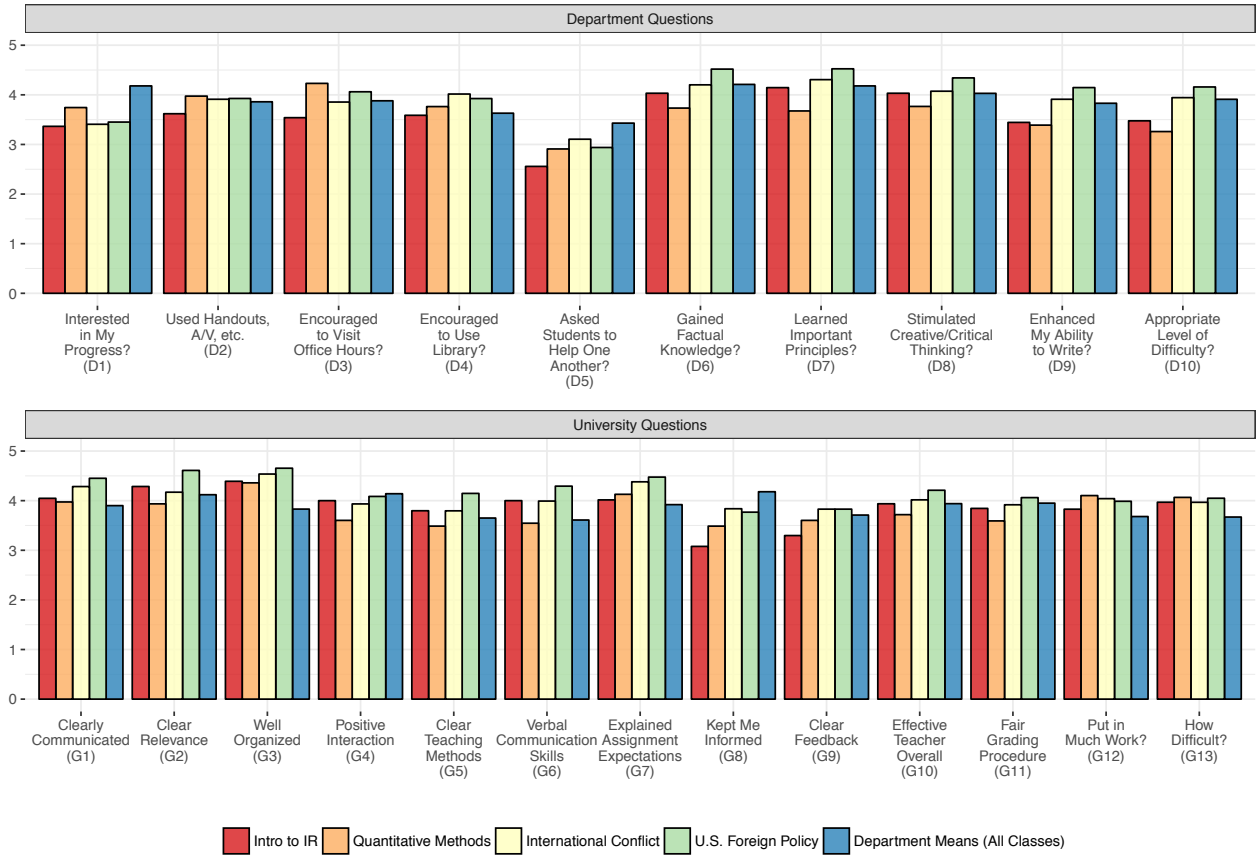

Figure 1: My University-Level and Department-Level Teaching Evaluations, Fall 2013-Present

My Strengths as an Instructor

My teaching record at Clemson University since I arrived in Fall 2013 suggests I have numerous strengths in the classroom that cluster on three categories. First, my evaluations suggest I am a great class room organizer, excelling at structuring material for a semester and explaining what I expect on class assignments. Second, my evaluations also suggest I rank well as a class room communicator and that my teaching methods and verbal communication skills ultimately lead to a positive learning environment. Third, my evaluations generally show that students take more from my class and learn more useful skills than they acquire in the typical class. I discusses these in detail below.

[2]The use of arithmetic means for data that are fundamentally ordinal is technically an incorrect measure of central tendency but this approach is ubiquitous in administrative assessments of instructors in the class room.

I score high across the board as a class organizer. Students evaluate me above the mean on how well I clearly communicate to them what I expect them to learn in the class room (G1). All my classes score above the average in how well I explain what I expect from them on assignments and tests (G7). A review of my course websites will illustrate that my midterm and final reviews are detailed and make the details of the assignments transparent. I provide documentation for exam-grading policies and I even provide the rubrics that I will use to evaluate their written assignments due at the end of the semester. My classes also all score above the department average for how positively students evaluate the organization of the course (G3). Generally, students across all my classes respect the depth of information I offer them and how well I structure the course to meet the benchmarks I outline at the beginning of the syllabus.

I also score above the department average as a class room communicator as well. I score above the department average in how well I explain the relevance of the course material (G2) in three of the four different classes I teach. I show similar results in how well my teaching methods (G5) and my verbal communication skills (G6) help students understand the course material. This manifests in an overall assessment of myself as a teacher (G10) that scores above the department average in three of the four unique classes I teach at Clemson University. The only course exception to this trend are the evaluations for my quantitative methods class. These evaluations score just below the department average for all classes on these four metrics.

Third, my record shows that students ultimately acquire meaningful skills and knowledge that university instructors should strive to impart on their students. I am pleased that my upper-division international conflict and U.S. foreign policy courses stimulate an ability to write (D9). Further, my intro-level course scores at the department mean as well. Good writing is an essential skill for all college graduates and especially political science graduates. I take care to communicate tips on my class websites toward that end. Three of my four classes also score above the department average on stimulating creative/critical thinking (D8), a result that follows how much I get students to think about political problems strategically and force them to read and critically evaluate regressions at the upper-division (especially in my international conflict course). Finally, I am pleased at how much students appreciate my efforts to get them into the library and to use library resources (D4). This is a hobby horse of mine. I want students to take advantage of library resources and I routinely fill out class readings with journal articles toward that end. In fact, my international conflict course is taught exclusively with journal articles. Students have remarked to me via email that no other professor they had at Clemson University used the library's resources like I had and that few even encouraged them to go into the campus' library. I take considerable pride in that.

Documenting My Shortcomings and Accounting for Them

My teaching evaluations since I arrived at Clemson University suggest the following pitfalls in my teaching record. This section outlines these limitations and offers contextualizations of them.

The first trend that is evident from Figure 1 is how my evaluations for the quantitative methods lag behind the department mean and my other classes on almost every metric. There are a few factors, some unique to our department at Clemson University, that can partially account for this trend, though I will highlight one factor in particular. Students tend to do poorly in this class no matter who teaches it. Consider Figure 2, which leverages Clemson University's Grade Distribu-

tion Reports data from Fall 2006 to the present to highlight this. Figure 2 shows that the grade distribution for quantitative methods skews much more negative than the grade distribution for any other upper-division course our department has offered since Fall 2006. It is unsurprising that more negative teaching evaluations may follow if student assessments of teaching are in part functions of expected grades and that higher grades generally lead to higher evaluations (e.g. Germaine and Scandura, 2005).[3]

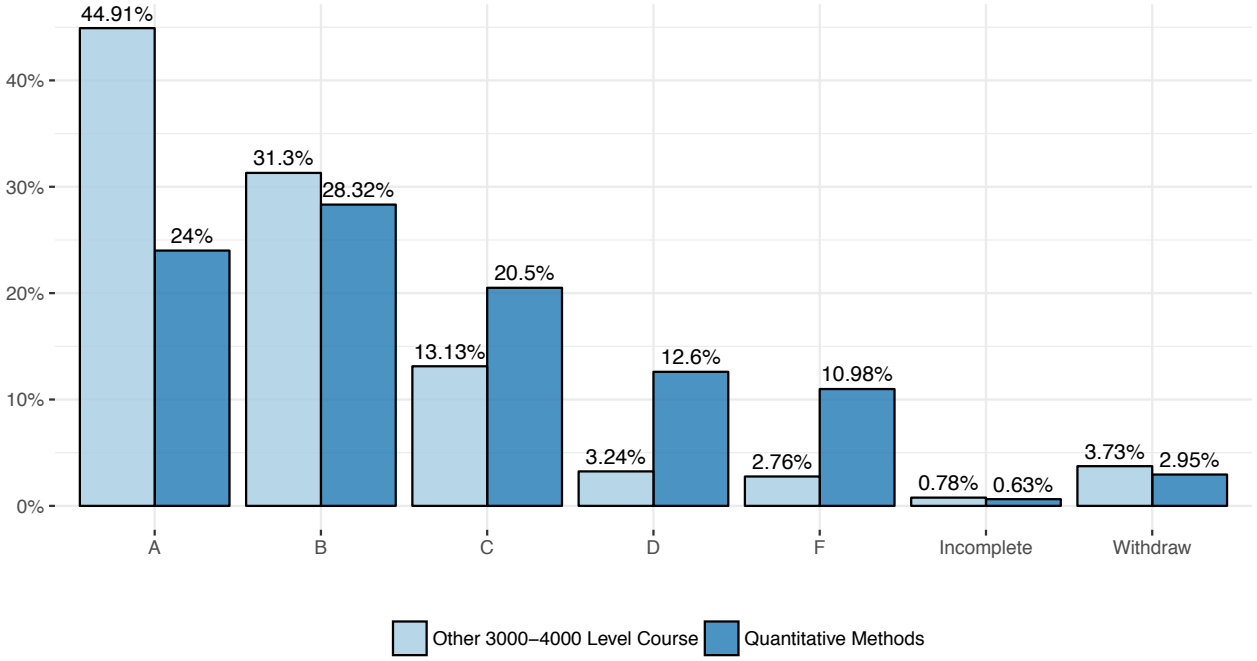

Figure 2: Grade Distribution for Quantitative Methods Relative to Other Department 3000-4000 Level Classes, Fall 2006-Present

The second class of negatives that are immediately evident in my teaching evaluations concern how "positive" or approachable I seem. I score well below the department average in the department-level question about how interested I seem in the progress students make during the course (`D1`). I also score below the mean on the university-level question about the positive interaction I offer in class (`G4`). These scores are concerning and made more curious by the fact that I generally score well on the department-level question about how often I encourage students to come to my office hours (`D3`) and I score around the mean on how clear my feedback is on assignments (`G9`). One potential explanation is my traditional approach to lecturing puts a barrier between me and my students regarding more direct or positive interaction, which is one explanation why I score low on this metric relative to others who may eschew lectures in lieu of some more personable or direct means of instruction. However, these are trends that I ultimately cannot perfectly contextualize. References to my overall teaching philosophy and grade distribution will also be incomplete and inadequate.

The third class of negatives from my evaluations concern the level of difficulty and the effort I require from students in my class. Generally, students say they put in much more work relative

[3]This comment implies that our department's quantitative methods class generally receives lower evaluations than other course offerings, which follows informal conversation with colleagues in my department. However, I do not have access to my colleagues' assessments of teaching effectiveness to illustrate this.

to their other courses (G12) and that my course is much more difficult than other courses a student takes (G13). This also partly manifests in assessments of whether the difficulty of my classes is appropriate (D10). My intro-level course on international relations and quantitative methods class score particularly low on this metric, coinciding with informal feedback from students that I demand too much in the class room.

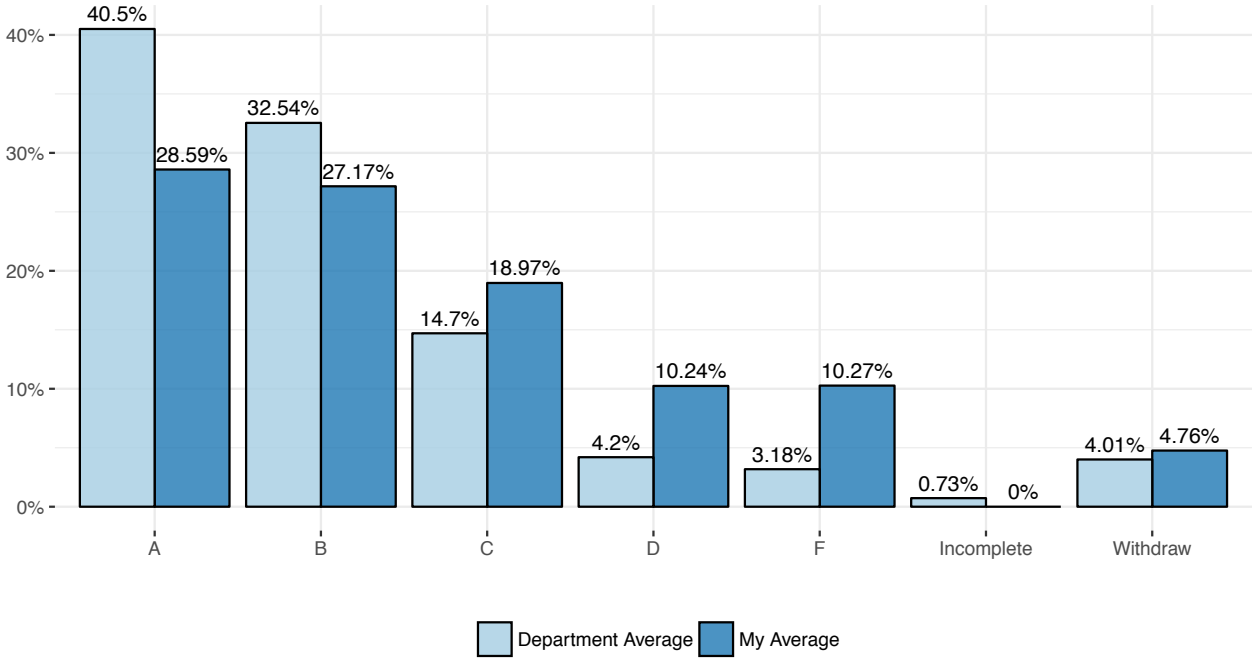

Figure 3: Grade Distribution for My Classes Relative to the Average Political Science Class, Fall 2013-Present

Figure 3, which compares my grade distribution since I arrived for the Fall 2013 semester to the department average, offers a partial explanation for these trends about the difficulty-level of my courses and the effort I expect from students. I give fewer As and Bs than the typical instructor in the typical class. 73% of students in the typical class taught by some instructor other than myself gets an A or a B while just over 55% of students get an A or B in classes I teach. This can explain why students generally say I am more difficult than other instructors and why, across all classes I teach, they say they have to put in much more work relative to other courses.

There are two other metrics on which I score poorly relative to the department average, but these two metrics are somewhat anachronistic questions for which scoring low has an intuitive explanation that need not reflect instructor quality. Students rank me much lower than the department average on how often I ask students to help one another (D5) and how often I keep them informed about their progress in the course (G8). Both have simple explanations. First, my teaching philosophy privileges the importance of traditional lectures to unpack and expand concepts and no class I teach has a group project or interactive component. Thus, I score low in how often I ask students to help one another because no part of my class necessitates it. Further, the metric that probes how well I provide updates on feedback about progress on the course is ultimately a question that students interpret as "did the instructor post grades and the number of times the student skipped class on Blackboard/Canvas?" My syllabi and introductory lecture every class each semester make clear that I do not do this as a matter of personal convenience and that I ex-

pect students to keep track of their standing through the course of the semester. However, more negative evaluations on that university-level assessment ultimately follow.

Conclusion

This document served as an empirical assessment of my teaching effectiveness, leveraging course evaluation data from Clemson University (since Fall 2013) and even grade distribution data (since Fall 2006) to highlight and contextualize my strengths and weaknesses in the class room. I score highly as a class organizer and class room communicator. My evaluations suggest that students acquire important and meaningful skills from my classes as well and that students learn good writing, critical thinking, and how to use their library's resources. My shortcomings in the class room cluster on my evaluations for quantitative methods, how "positive" or approachable I seem, and how difficult my classes are relative to other department or university offerings. I offered contextualizations for these shortcomings as well. The findings on the balance demonstrate teaching effectiveness in the class room, concentrated in multiple and important categories, that signal competence in the class room in addition to the competence I demonstrate in scholarly research.

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