

Evidence of Teaching Excellence

Andrew W. Herring

This document highlights several components of teaching evaluations I have received. Full teaching evaluations are available on my webpage: <http://publish.uwo.ca/aherrin6/>.

Courses taught and TA'd

At a glance:

- I have been teaching since Fall 2013.
- I have served as an instructor **six** times for **five** different courses.
- I have served as a discussion leader **nine** times for **three** different courses.
- I have served as a TA **nine** times for **eight** different courses.

Roles explained:

- As an instructor, my job is to deliver the lectures for the course, create and grade assignments, hold office hours, and assign final grades.
- As a discussion leader, my job is to guide weekly discussion sections/tutorials/recitations. I pose problems and students work together to try and solve them under my guidance. I also hold office hours.
- As a TA, my job is primarily grading, and sometimes holding office hours.

Western University

Semester	Course	Role
Fall 2020	<i>Intro to Abstract Algebra</i> (*)	TA
	<i>Linear Algebra I</i> (*)	discussion leader
Summer 2020	<i>Linear Algebra I</i> (*)	TA
Spring 2020	<i>Linear Algebra II</i>	discussion leader
	<i>Group Theory</i>	TA
Fall 2019	<i>Calculus I</i>	instructor
Summer 2019	<i>Methods of Finite Mathematics</i>	TA
Spring 2019	<i>Linear Algebra I</i>	discussion leader
	<i>Calculus II for Mathematical and Physical Sciences</i>	TA
Fall 2018	<i>Linear Algebra I</i>	discussion leader
	<i>Mathematical Structures</i>	TA
Spring 2018	<i>Calculus II for Mathematical and Physical Sciences</i>	TA
	<i>Elementary Number Theory</i> (*)	TA
Fall 2017	<i>Calculus I</i>	TA

(*) Evaluations unavailable

University of Wyoming

Semester	Course	Role
Spring 2017	<i>Multi-variable Calculus</i>	discussion leader
Fall 2016	<i>Multi-variable Calculus</i>	discussion leader
Summer 2016	<i>College Algebra</i>	instructor
Spring 2016	<i>Calculus II</i>	instructor
Fall 2015	<i>Calculus I</i>	instructor
Spring 2015	<i>Multi-variable Calculus</i>	discussion leader
Fall 2014	<i>Multi-variable Calculus</i>	discussion leader

University of New Mexico

Semester	Course	Role
Summer 2014	<i>Trigonometry (*)</i>	instructor
Spring 2014	<i>Survey of Mathematics (*)</i>	instructor
Fall 2013	<i>Multi-variable Calculus (*)</i>	discussion leader

(*) Evaluations unavailable

Instructor Evaluations

Calculus I–Fall 2019
CALC 1000A Western University
196 students

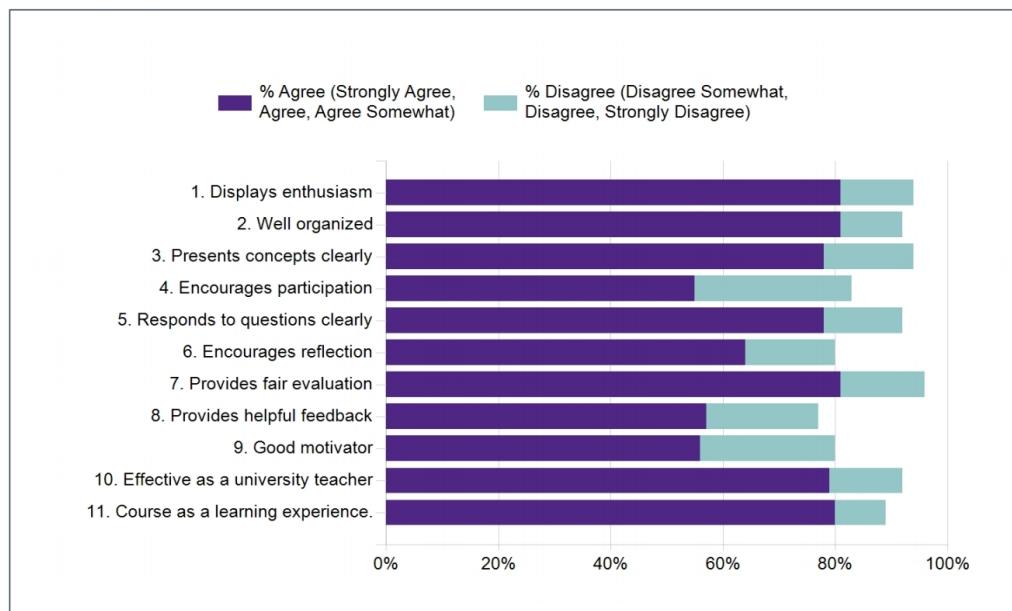
Selected Comments

- *"I really like his teaching style, he presents concepts in a way which makes me understand them. Learning about where the theorems and stuff come from to me is very useful in remembering them. In my opinion he was a great professor and really made me like calc 1000"*
- *"Andrew Herring was probably one of the best professors I had this semester. He was very helpful at office hours and answered the questions in class in a clear and concise way. To improve I would say that on occasion there were some questions that we did in class that we did not complete because they took to much time. I would have liked that we went into some more detail in those cases because those questions typically were more difficult. However, this was understandable to the time constraints in the class. Over all an excellent professor."*
- *"Arguably one of the best first year calc profs, taught concepts in a clear and concise manner while also making it interesting."*
- *"Professor Andrew is an excellent teacher. He is very passionate about calculus and it shows when he teaches. In my opinion, he taught the material effectively and thoroughly. He did an amazing job."*
- *"Andrew is very smart and is a very good professor. He hold lots of office hours to help students which I find very helpful and I appreciate it. He is always willing to take questions in class and is always willing to give helpful tips with weekly webwork assignments and also didn't give us a webwork over our 3 mid term weekend for science kids which was very much appreciated. Overall Andrew was a very good teacher and i was glad to be in his section."*

- “I overall despise mathematics as a subject and have much difficulty with it, but, your clear explanations of subjects helped me to do better than I expected in terms of understanding the content.”
- “He provides good examples and goes slowly in the explanation. I really appreciate this as it allows us to learn more clearly and see every concept that is needed in order to solve the problems.”

Selected Data

Percentage Agreement and Disagreement for the Core SQCT Questions



Section 1: Student Ratings Summary

Frequency of Responses for the Core SQCT Questions

	Resp	Strongly Disagree (1)	Disagree (2)	Disagree Somewhat (3)	Neither Agree nor Disagree (4)	Agree Somewhat (5)	Agree (6)	Strongly Agree (7)
1. Displays enthusiasm	135	6	3	8	9	27	50	32
2. Well organized	135	7	5	3	10	19	38	53
3. Presents concepts clearly	135	6	6	9	9	27	32	46
4. Encourages participation	131	8	10	19	22	27	30	15
5. Responds to questions clearly	135	7	3	9	11	23	44	38
6. Encourages reflection	134	8	6	8	26	30	30	26
7. Provides fair evaluation	135	2	6	12	5	25	42	43
8. Provides helpful feedback	132	9	7	11	30	25	29	21
9. Good motivator	134	8	13	11	27	21	27	27
10. Effective as a university teacher	135	8	5	5	11	17	45	44
11. Course as a learning experience.	135	6	0	6	15	24	50	34

Note. Resp = Total number of responses; Strongly Disagree = 1; Disagree = 2; Disagree Somewhat = 3; Neither Agree nor Disagree = 4; Agree Somewhat = 5; Agree = 6; Strongly Agree = 7.

College Algebra—Summer 2016
Math 1400 University of Wyoming
25 students

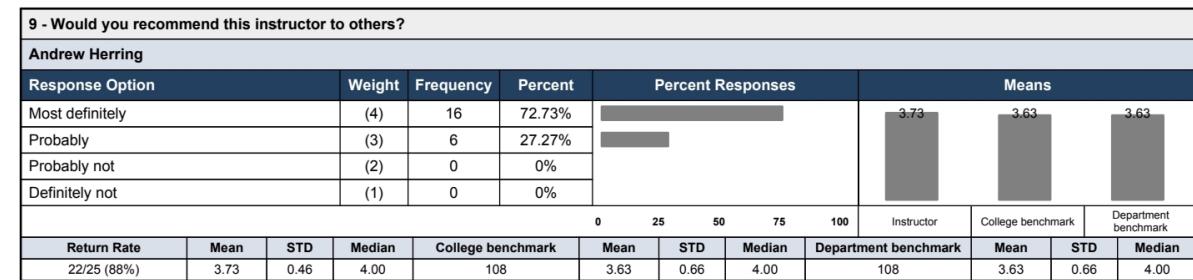
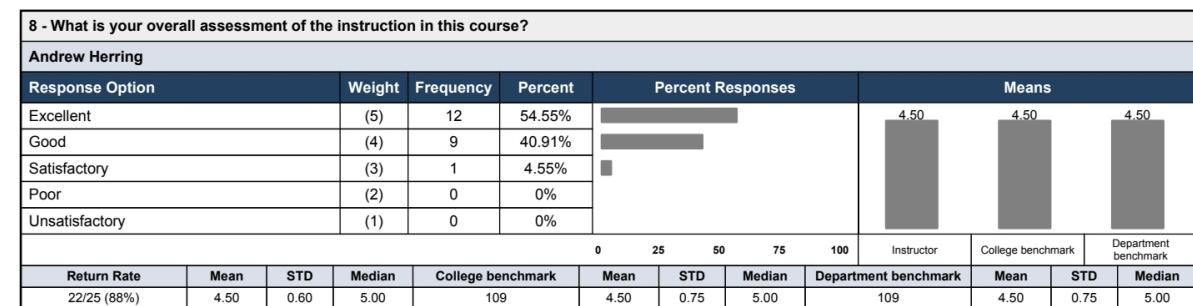
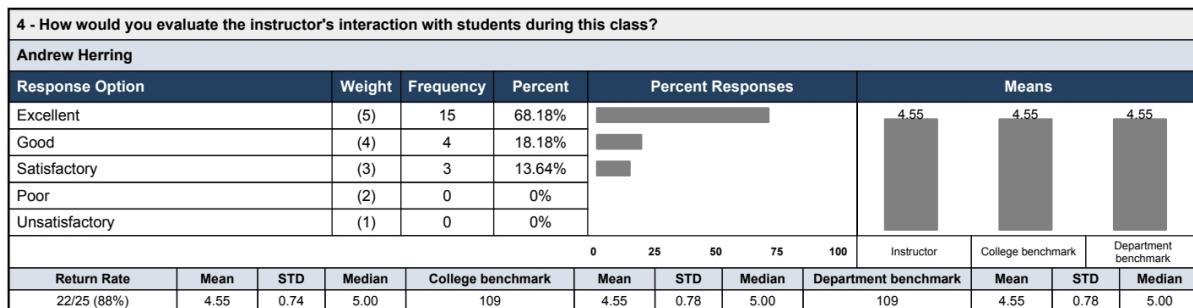
Selected Comments

- “I think he did a great job! He was very thorough and answered any questions that I had with clarity. I would have him for a teacher in another math class for sure!”
- “It is my opinion that Mr. Herring is a teacher of exceptional ability. His understanding of the material is obviously very in depth, this fact coupled with effective to the point instruction makes understanding of the course materials easily graspable.”
- “I really liked the teaching style, this is my fifth time in this course. I like when counter examples were shown, as well as case studies kind of proving why something is the way it is. Opposed to many teachers approaches who just say it’s a rule, that’s why”
- “Great professor! I went into this class already hating this material. Andrew’s style was very approachable and very unintimidating. His passion for the work was infectious—I wouldn’t say I attacked it with as much fervor, but I was certainly inspired to look deeper into the material. He’s also a well-rounded individual and introduced us to some of the cool aspects of math history, as well as interesting trivia about coffee, physics, numbers, and philosophy. I wish he was teaching my Business Calculus class...”
- “I thought Professor Herring was a very good teacher for the College Algebra course. He took time to answer questions in class and help when students were confused. He also made it easier to understand some topics I had struggled with when taking the class before.”

Selected Data

2 - How would you evaluate the presentation of materials in this course?											
Andrew Herring											
Response Option		Weight	Frequency	Percent	Percent Responses		Means				
Excellent	(5)	6	27.27%				4.23	4.40	4.40		
Good	(4)	15	68.18%								
Satisfactory	(3)	1	4.55%								
Poor	(2)	0	0%								
Unsatisfactory	(1)	0	0%								
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
22/25 (88%)	4.23	0.53	4.00	109	4.40	0.76	5.00	109	4.40	0.76	5.00

3 - How clear was the basis for evaluating students in this class?											
Andrew Herring											
Response Option		Weight	Frequency	Percent	Percent Responses		Means				
Excellent	(5)	10	45.45%				4.23	4.46	4.46		
Good	(4)	8	36.36%								
Satisfactory	(3)	3	13.64%								
Poor	(2)	1	4.55%								
Unsatisfactory	(1)	0	0%								
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
22/25 (88%)	4.23	0.87	4.00	109	4.46	0.78	5.00	109	4.46	0.78	5.00



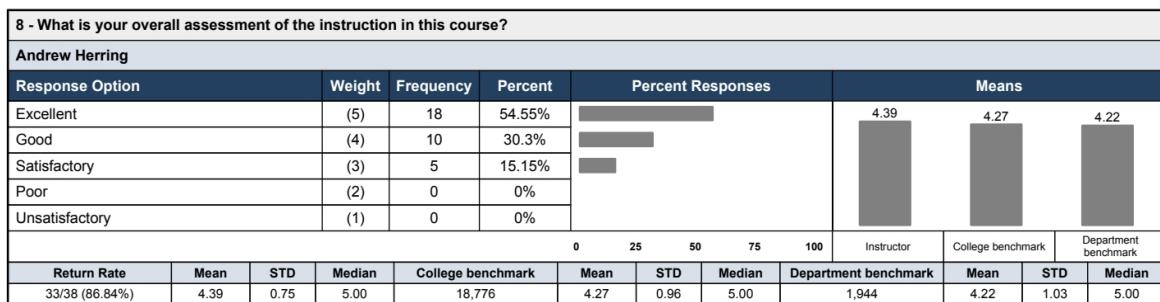
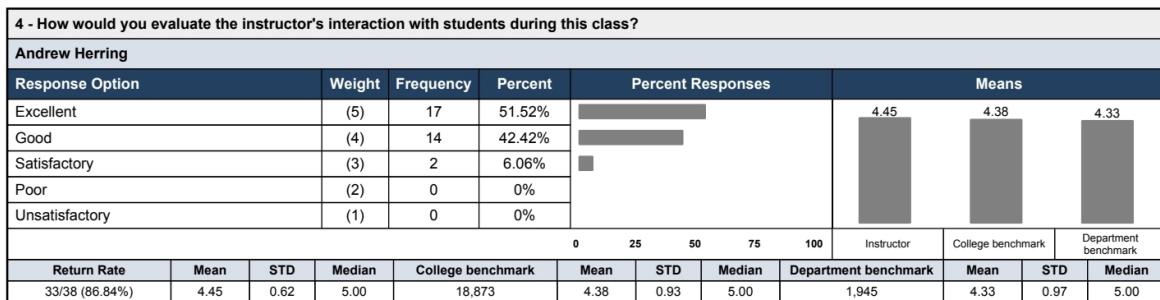
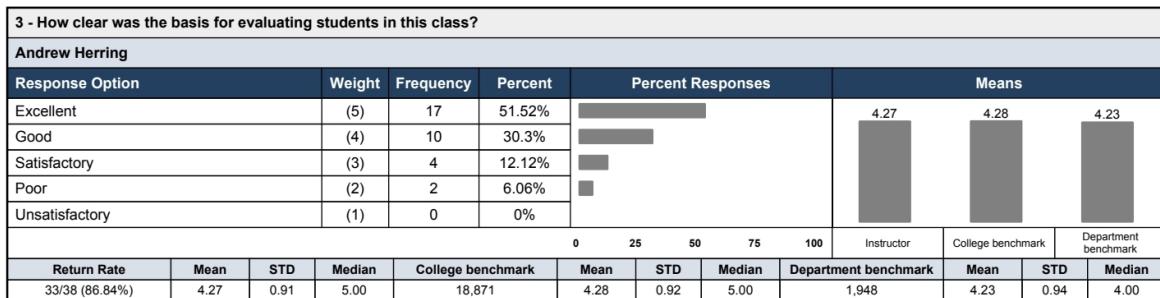
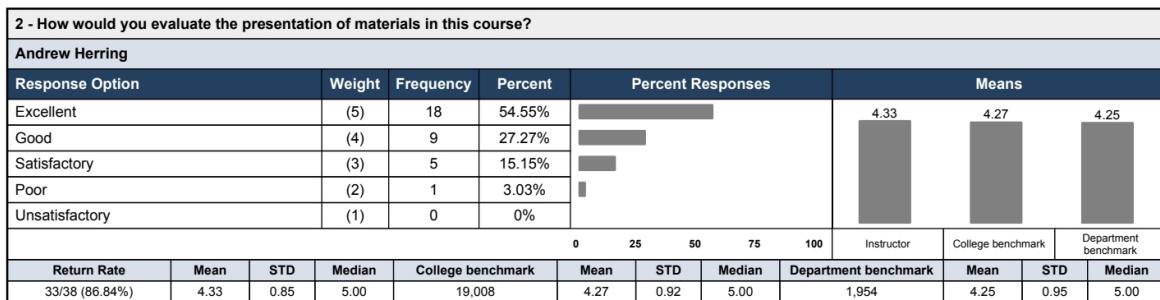
Calculus II–Spring 2016
Math 2205 University of Wyoming
38 students

Selected Comments

- “Mr.Herring’s teaching skills are incredible given he is a graduate student. I would like him to teach a bit higher level mathematics like Calculus III or Applied Differential Equations.”
- “Andrew was an overall great instructor, and I wouldn’t recommend he change anything as the course material was presented in easy to understand examples with clear reasons. He was also very personable and professional which made coming to an 8 am math class significantly less miserable. 10/10 would recommend, an asset to the math department’s teaching staff.”
- “I love how well Andrew organizes his classes. He makes sure to write on the board what section we are going over, as well as the topic, and that really helps when I take notes. He is great at getting things across, and also hilarious, which makes me pay attention. I really feel like he wants his students to do well, and he is available outside of class a lot.”

- “I really enjoy Andrew’s teaching style and it is obvious he cares a great deal about the class and the students. I really liked when we worked out problems in small groups and I think that it may be helpful to do this more. Maybe like on Friday to go back over material to make sure students are understanding. However, I recognize the time restraint to try and get all of the course material taught.”
- “He taught everything in a way that was easily understandable and had plenty of time available for us to come in and get the help we needed. He also had reviews before the exams that helped out a ton. The online homework was useless, but most of the written homework was helpful.”

Selected Data



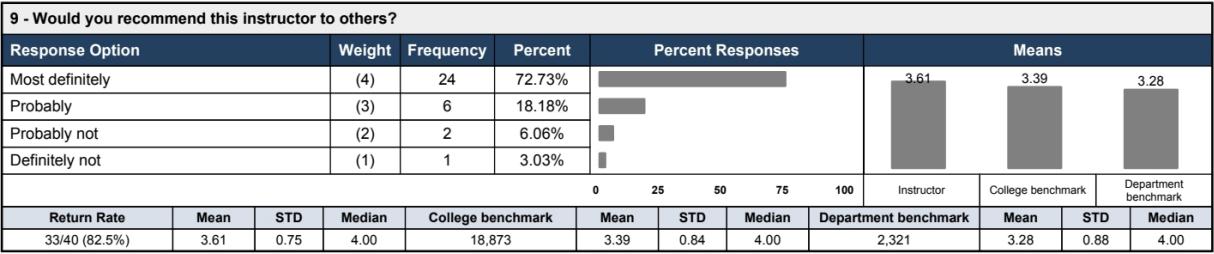
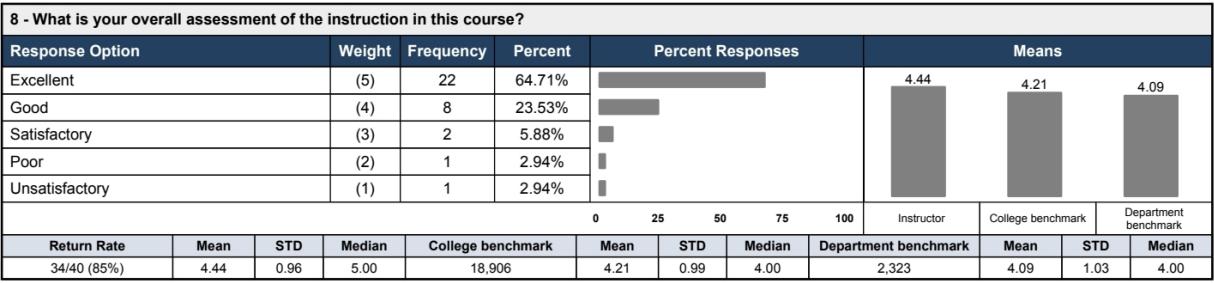
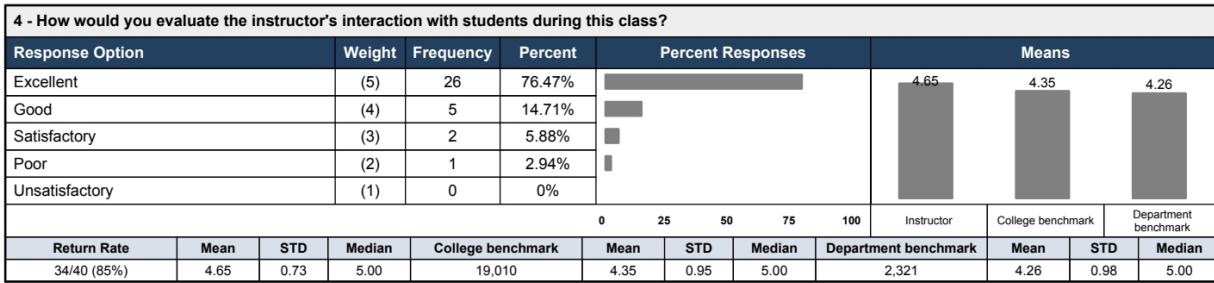
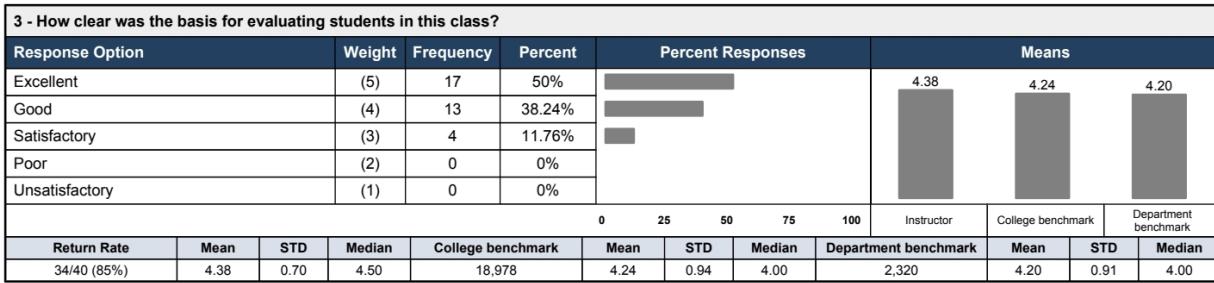
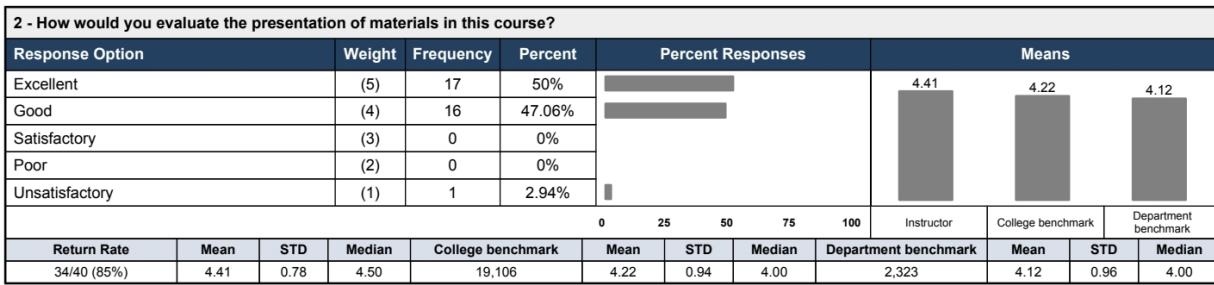
9 - Would you recommend this instructor to others?						
Andrew Herring						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Most definitely	(4)	22	66.67%			3.52
Probably	(3)	7	21.21%			3.43
Probably not	(2)	3	9.09%			3.38
Definitely not	(1)	1	3.03%			
				0 25 50 75 100	Instructor	College benchmark
Return Rate		Mean	STD	Median	College benchmark	Department benchmark
33/38 (86.84%)		3.52	0.80	4.00	18,772	3.43 0.81 4.00 1,947 3.38 0.87 4.00

Calculus I–Fall 2015
Math 2200 University of Wyoming
40 students

Selected Comments

- “Mr. Herring is an incredible professor– I am completely honest when I say that I have only once had a better math teacher in my entire life. He has a passion for the subject that he is eager to share, readily welcomes questions, is excited to teach the class, and enjoys making it fun. I have no doubt I will remember the day that he walked into class in a climbing harness, ready for our ‘hike along the x axis’ for a long, long time. He has done a phenomenal job of making the content both interesting and easy to understand, even when it is a tough concept. This class was my favorite this semester, and I look forward to taking Calculus II with Mr. Herring next semester as well. ”
- “Andrew Herring is an outstanding young man. He has a true gift for mathematics and teaching. He displays confidence while in the classroom and is very knowledgeable. He is an enthusiastic man who takes great pride in what he does and in turn does it well. His lectures are very hands on and easy to follow and his instruction is overall very clear. I have a lot of respect for Andrew and hope to have more classes taught by him. He is always available for questions and does not turn down helping anyone who asks. Thumbs up to Andrew Herring.”
- “Andrew was very engaged with his students during this semester. He was very passionate about what he was teaching. There was a point during the semester where he even jumped on a table to demonstrate a concept. He was very clear about his expectations from our homework assignments. I enjoyed having Andrew as a teacher and I would gladly take another course from him. ”
- “Encouraged enthusiasm for math and the idea that working with other people will improve learning and progress - both of which were very helpful concepts.”
- “Good teacher. He explains the concepts well, and he makes what is not fun, kind of fun. ”
- “Overall, I think that the light attitude towards the learning materials helped me keep an open mind in this class. I am not interested in calculus at all and he made this class entertaining and for the most part, he clearly explained what he was doing and provided examples of how it applies to real life.”

Selected Data



Discussion Leader Student Evaluations

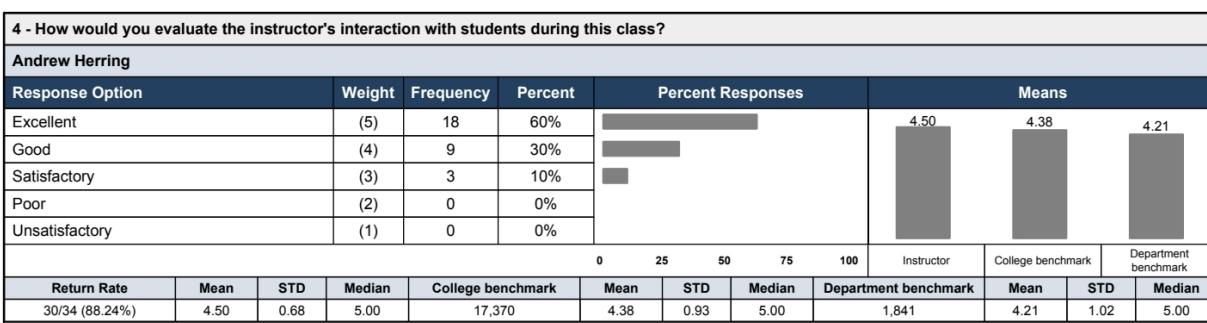
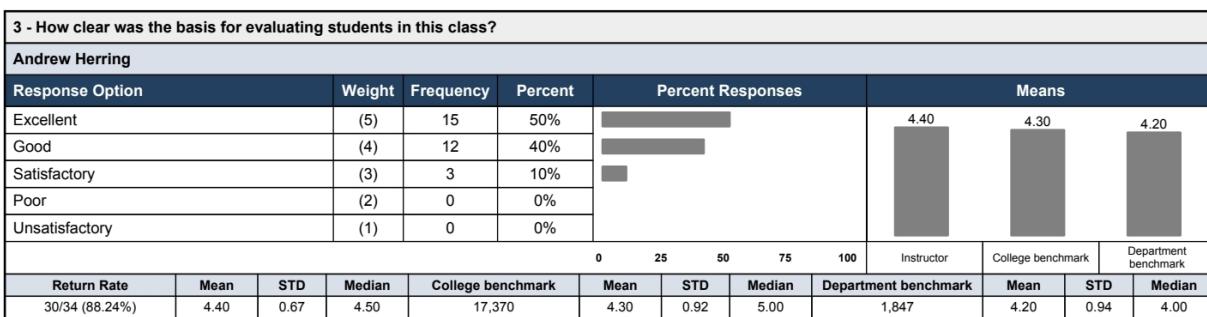
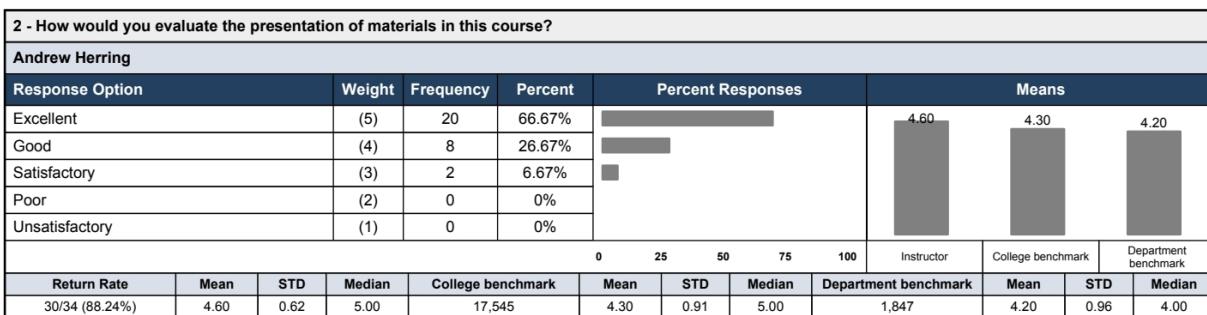
Multivariable Calculus–Spring 2017
Math 2210–Sections 21,22,25 University of Wyoming
94 students

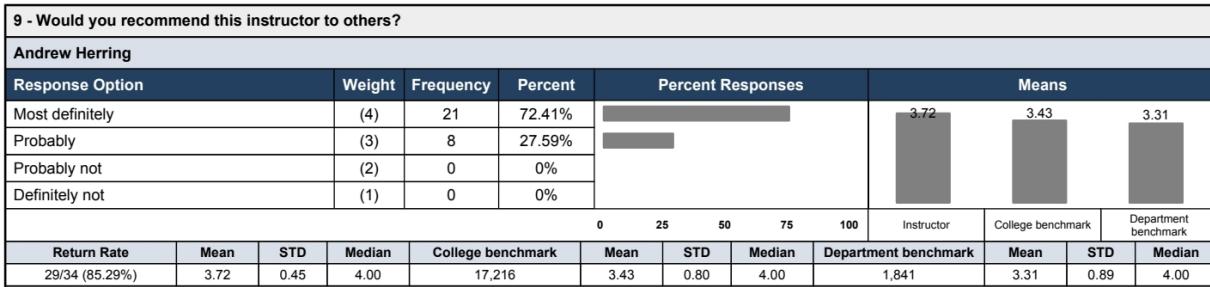
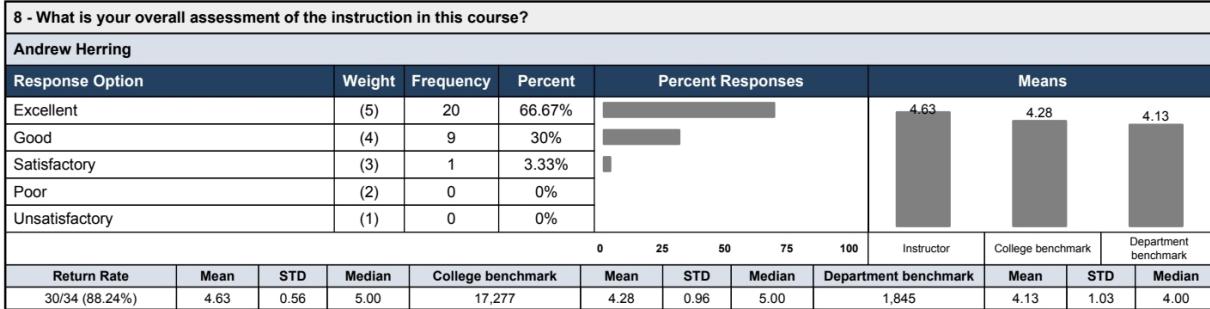
Selected Comments (Sections 21,22,25 combined)

- “Andrew explains things in a way that makes it very clear and easy to understand. He is extremely open to questions and makes the class very enjoyable.”
- “Overall the effectiveness of the discussion was great. Andrew helped to clear things up that were not clear from lecture as well as helping us see how things were applied in a clear explanation.”
- “Andrew answers questions that are asked, and will look for different ways to present material so people understand. I have recommended to future students if he is a TA again in the future.”
- “Andrew did a great job on breaking down topics that we learned in class so we could do better on the discussions, and he was also very helpful when any of us had specific questions on discussion worksheets.”
- “Andrew is a great TA. He is good at explaining the concepts in a slightly different way than Charlie, and thus giving a different way of thinking about things so that we can choose the one that works best for us. keep up the Calc III jokes and analogies.”
- “I really enjoyed the way that he taught us the material. Step by step process as well as understanding. Jokes are funny too.”
- “Andrew is good at trying to get students to think conceptually about what is going on with a problem and trying to get the students to figure out the path of solving a problem. He never just straight out gave the answer which is important in learning something and even if a student asked to go over their work to see if they are on the right track and working the problem correctly, if the student did something wrong he helped the student work through where they went wrong instead of saying exactly what was wrong. Andrew also encouraged the students to work with each other to figure out problems and very highly discouraged copying any work done by another. Due to my schedule I did not have the time to make it to the office hours he was available, but wish I could have because I know I would have gotten a better understanding of the material because I had a teacher in a previous course who had a very similar teaching style and it helped a lot.”
- “Andrew has been very patient and helpful in discussion. Rather than leaving discussion group feeling discouraged, I feel encouraged and motivated.”
- “Andrew’s use of humor and rhetoric allows the students to approach the material in a different perspective. His in-depth knowledge of the material allows us to understand the material, with his view and how we should approach problems. While most discussion teachers only offer help when needed, Andrew uses a student question to provide an additional lecture to help mutual understanding.”

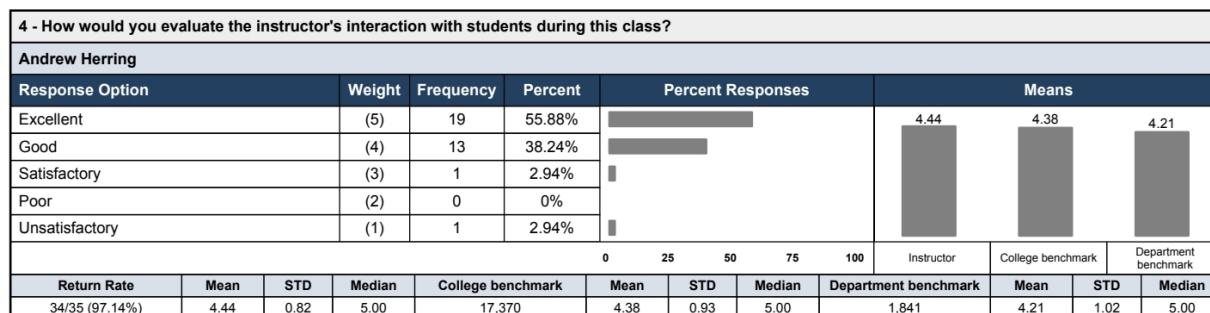
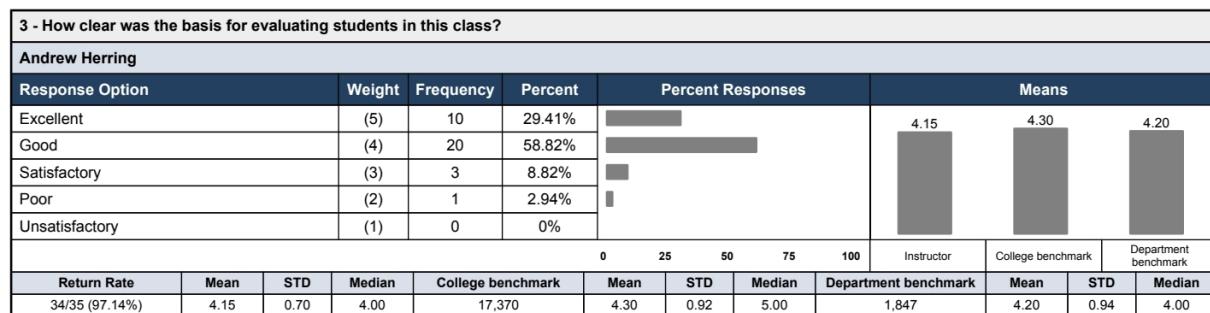
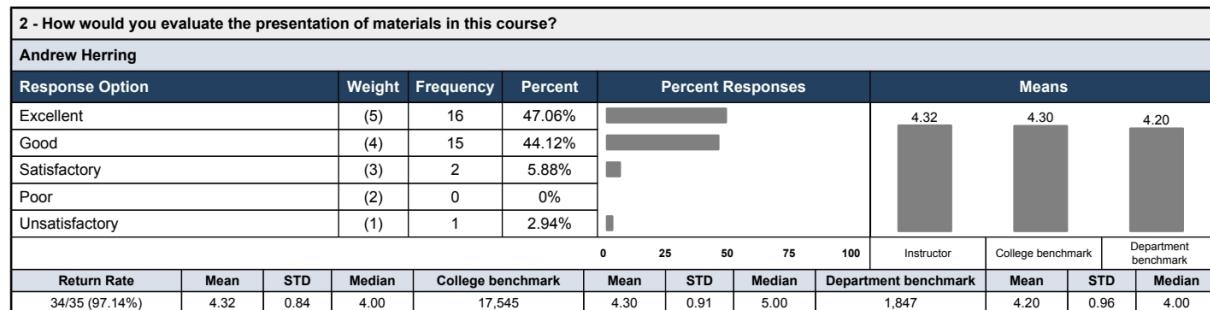
- “Andrew was the best discussion teacher I’ve had for a math class thus far into my math career. He knew the material, presented it well and seemed enthusiastic about the course. Honestly don’t know what he could improve on.”
- “When you explain things, they actually make sense. I hope you are going into academia because you make learning easy and interesting. There is never a dull moment. What I believe you could improve on is spreading out your time in discussion more evenly. Sometimes you could hardly get around to us or other groups for that matter. I know it is hard because there is only one of you and many of us, so if it can’t be changed it isn’t a big deal. Sometimes when you explained certain things it took up a lot of time and made it hard for us to finish everything on time. This made it stressful for us even though we were learning a lot because our grade in the class is important to us too. So, overall you were probably the best teacher I have had here so far, even though I am just a freshman. Keep up the good work!”

Selected Data (Section 21)





Selected Data (Section 22)



8 - What is your overall assessment of the instruction in this course?											
Andrew Herring											
Response Option		Weight	Frequency	Percent	Percent Responses			Means			
Excellent	(5)	12	35.29%		4.26	4.28	4.13	Instructor	College benchmark	Department benchmark	
Good	(4)	21	61.76%		4.26	4.28	4.13				
Satisfactory	(3)	0	0%								
Poor	(2)	0	0%								
Unsatisfactory	(1)	1	2.94%								
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
34/35 (97.14%)	4.26	0.75	4.00	17,277	4.28	0.96	5.00	1,845	4.13	1.03	4.00

9 - Would you recommend this instructor to others?											
Andrew Herring											
Response Option		Weight	Frequency	Percent	Percent Responses			Means			
Most definitely	(4)	17	50%		3.44	3.43	3.31	Instructor	College benchmark	Department benchmark	
Probably	(3)	16	47.06%		3.44	3.43	3.31				
Probably not	(2)	0	0%								
Definitely not	(1)	1	2.94%								
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
34/35 (97.14%)	3.44	0.66	3.50	17,216	3.43	0.80	4.00	1,841	3.31	0.89	4.00

Selected Data (Section 25)

2 - How would you evaluate the presentation of materials in this course?											
Andrew Herring											
Response Option		Weight	Frequency	Percent	Percent Responses			Means			
Excellent	(5)	17	77.27%		4.77	4.30	4.20	Instructor	College benchmark	Department benchmark	
Good	(4)	5	22.73%		4.77	4.30	4.20				
Satisfactory	(3)	0	0%								
Poor	(2)	0	0%								
Unsatisfactory	(1)	0	0%								
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
22/25 (88%)	4.77	0.43	5.00	17,545	4.30	0.91	5.00	1,847	4.20	0.96	4.00

3 - How clear was the basis for evaluating students in this class?											
Andrew Herring											
Response Option		Weight	Frequency	Percent	Percent Responses			Means			
Excellent	(5)	18	81.82%		4.82	4.30	4.20	Instructor	College benchmark	Department benchmark	
Good	(4)	4	18.18%		4.82	4.30	4.20				
Satisfactory	(3)	0	0%								
Poor	(2)	0	0%								
Unsatisfactory	(1)	0	0%								
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
22/25 (88%)	4.82	0.39	5.00	17,370	4.30	0.92	5.00	1,847	4.20	0.94	4.00

4 - How would you evaluate the instructor's interaction with students during this class?											
Andrew Herring											
Response Option		Weight	Frequency	Percent	Percent Responses			Means			
Excellent	(5)	19	86.36%		4.82	4.38	4.21	Instructor	College benchmark	Department benchmark	
Good	(4)	2	9.09%		4.82	4.38	4.21				
Satisfactory	(3)	1	4.55%								
Poor	(2)	0	0%								
Unsatisfactory	(1)	0	0%								
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
22/25 (88%)	4.82	0.50	5.00	17,370	4.38	0.93	5.00	1,841	4.21	1.02	5.00

8 - What is your overall assessment of the instruction in this course?											
Andrew Herring											
Response Option		Weight	Frequency	Percent	Percent Responses			Means			
Excellent	(5)	19	86.36%					4.86	4.28	4.13	
Good	(4)	3	13.64%								
Satisfactory	(3)	0	0%								
Poor	(2)	0	0%								
Unsatisfactory	(1)	0	0%								
0 25 50 75 100											
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
22/25 (88%)	4.86	0.35	5.00	17,277	4.28	0.96	5.00	1,845	4.13	1.03	4.00

9 - Would you recommend this instructor to others?											
Andrew Herring											
Response Option		Weight	Frequency	Percent	Percent Responses			Means			
Most definitely	(4)	20	90.91%					3.91	3.43	3.31	
Probably	(3)	2	9.09%								
Probably not	(2)	0	0%								
Definitely not	(1)	0	0%								
0 25 50 75 100											
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
22/25 (88%)	3.91	0.29	4.00	17,216	3.43	0.80	4.00	1,841	3.31	0.89	4.00

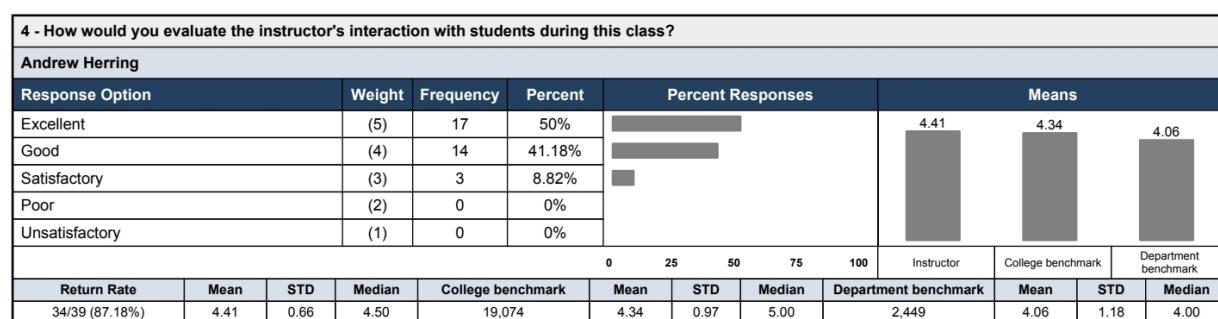
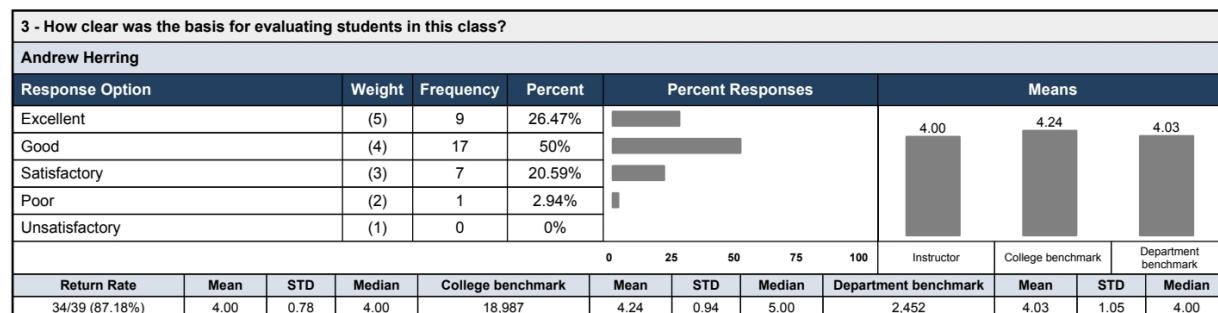
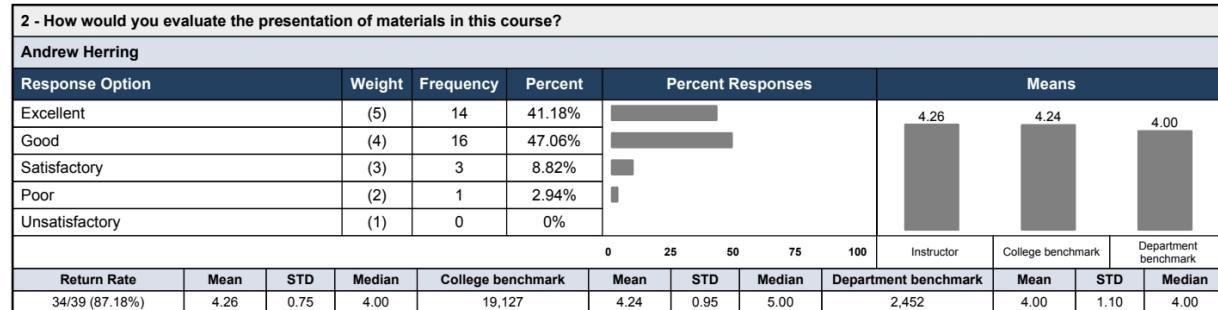
Multivariable Calculus–Fall 2016
Math 2210–Sections 21,22,25 University of Wyoming
117 students

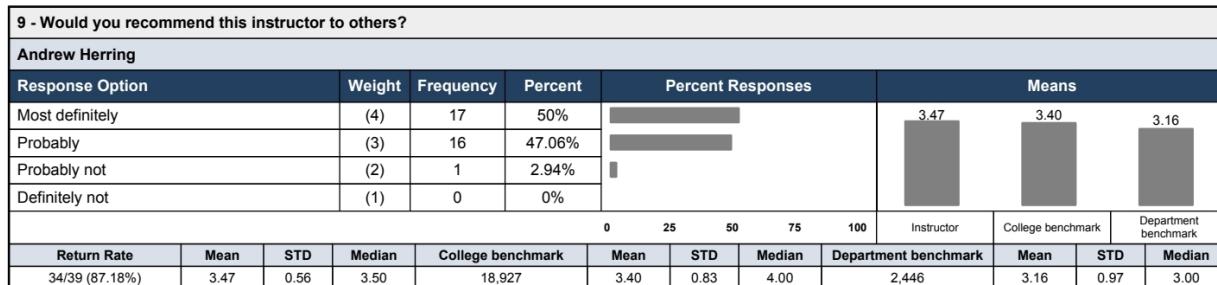
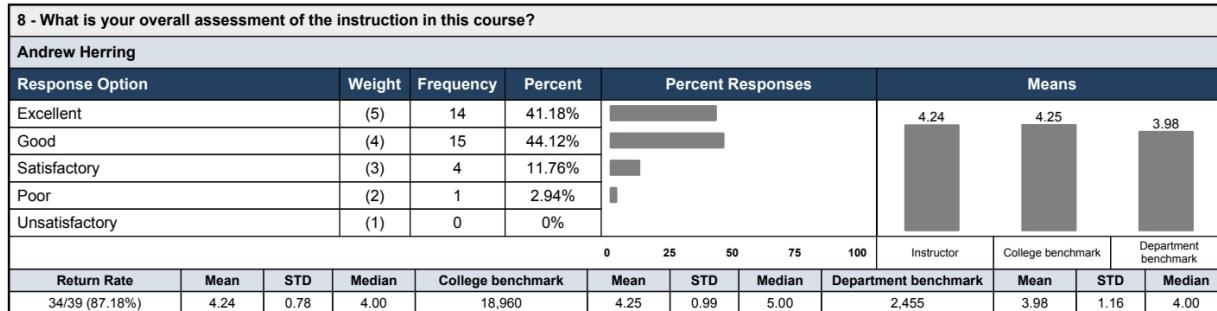
Selected Comments (Sections 21,22,25 Combined)

- “He is very helpful without giving the answer to the question. He gives you a path to take to reach the correct answer and this method I feel is very useful.”
- “Andrew was a very effective instructor for this course. I asked him an unbelievable amount of questions and he always answered them politely and sufficiently.”
- “I thoroughly enjoyed Andrews teachings. I struggled with this content this semester and he helped me have a better understanding throughout the class. At times his explanation was even more clear than Dr. Angevine.”
- “Andrew was very helpful when asking questions and he was always willing to explain questions if people did not understand them. He is friendly and approachable which is nice because there were many times in the discussion that i needed to ask questions and i felt confident in asking them”
- “He knew the material well and it helped a lot. He was good about talking through a problem without giving the answer and I appreciated that.”
- “Great teacher! I had a really hard time in Charlie’s class because he wouldn’t give definitions and wouldn’t explain why things were happening the way they were, he would only give examples. Andrew helped explain these things to me. I wish I would have figured this out earlier in the semester because Andrew could have helped me when I was struggling at the beginning.”
- “I think he did an excellent job as my TA. I rather enjoyed his enthusiasm for the subject and how he presented information. He was very patient and helpful when asked questions during discussions.”

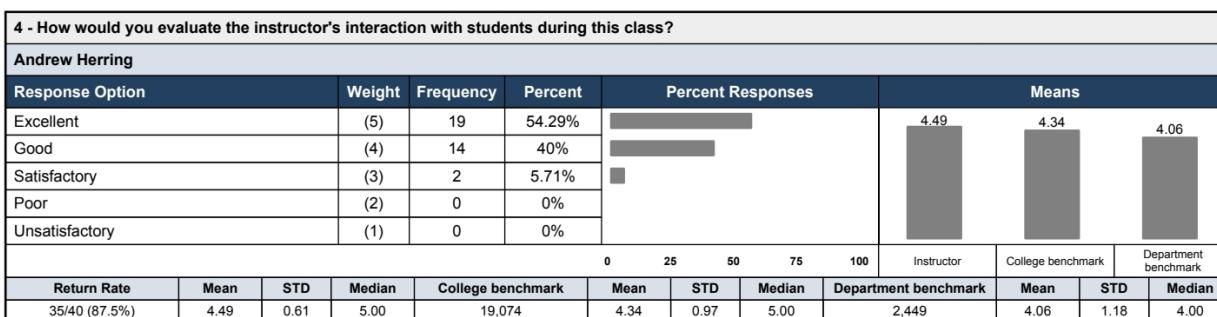
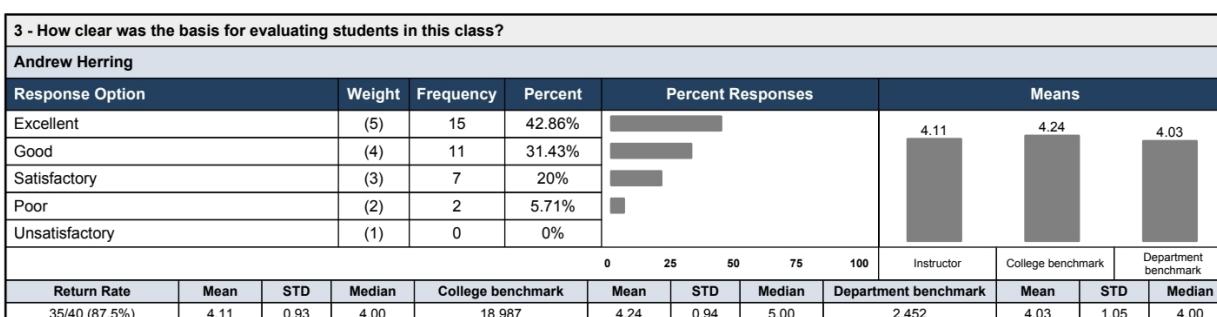
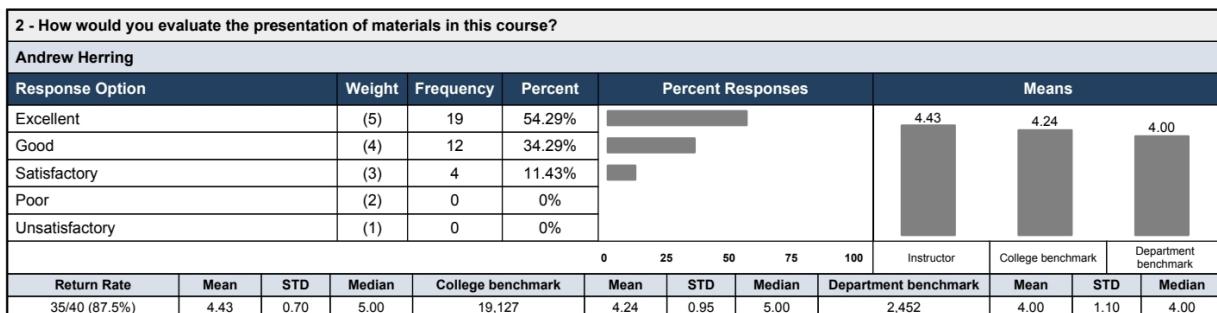
- “Andrew was a super valuable tool in my success in Calc 3. His discussions were so useful in actual practice of the concepts. Andrew was very helpful in answering question, but never handed anything to us. He always helped in the process of discovery on our own and never gave us the answers. I really think Andrew truly cared about our success.”
- “Andrew was a great discussion instructor overall. He helped clear anything up and would occasionally do a mini lecture in discussion if it was clear there was something we didn’t completely understand. His grading was fair, and he always had a good attitude towards the students.”
- “Overall I found my questions answered thoroughly in this discussion. I had many questions, and Andrew always managed to coax the answers out of me rather than simply answering them immediately. He effectively taught supplemental material in a way that incorporated our background knowledge and furthered understanding of material from lectures.”

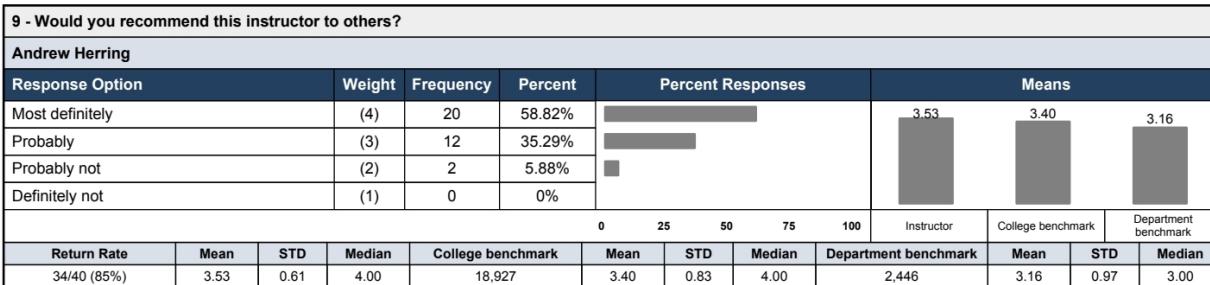
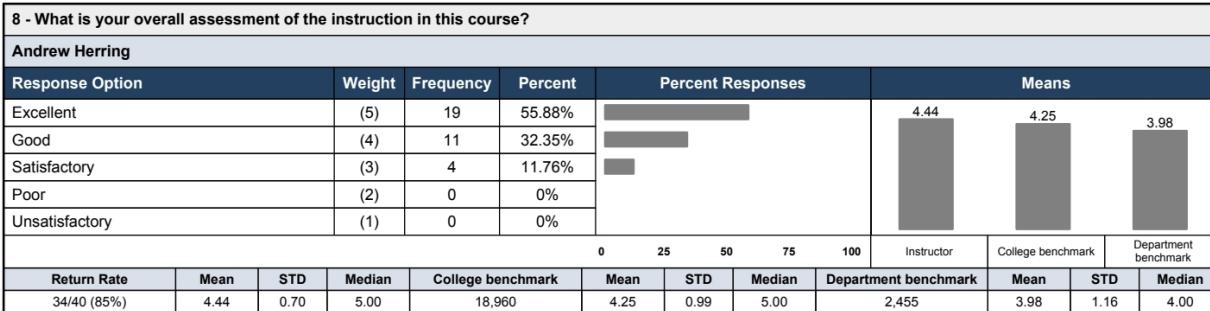
Selected Data (Section 21)



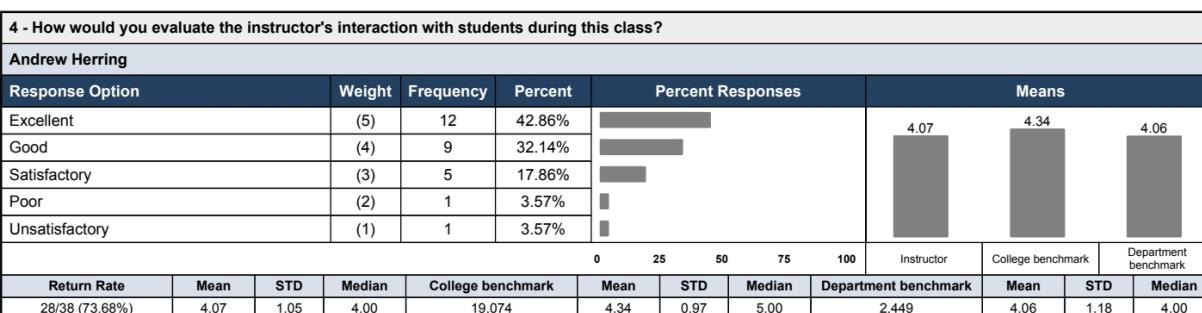
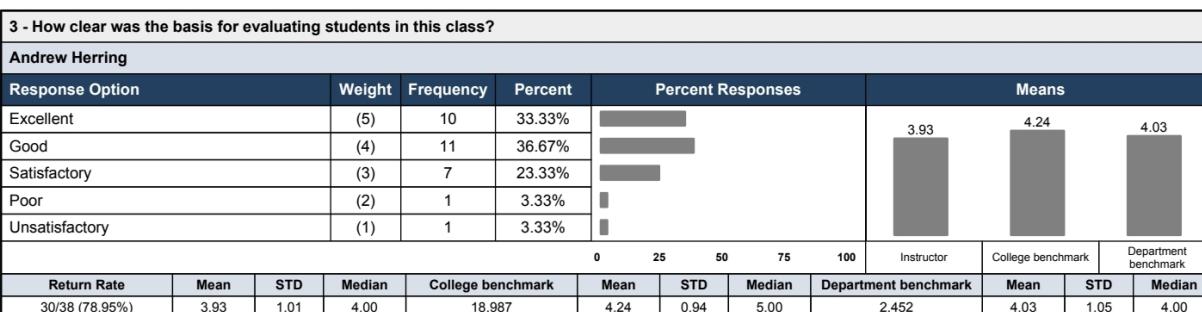
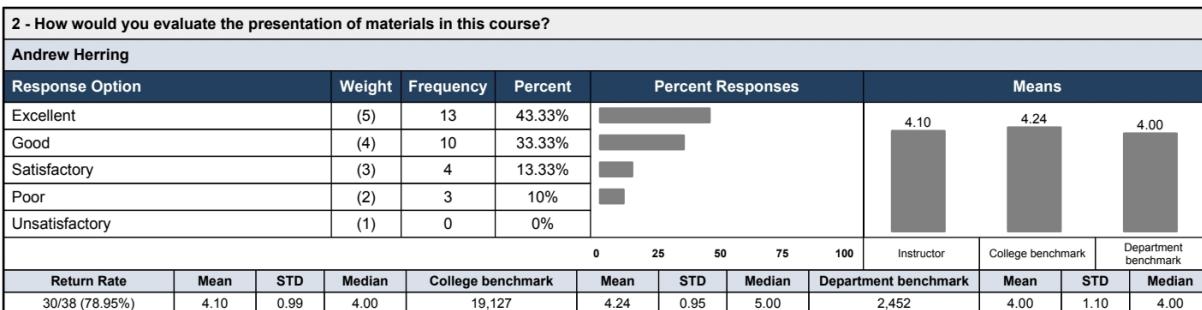


Selected Data (Section 22)





Selected Data (Section 25)



8 - What is your overall assessment of the instruction in this course?											
Andrew Herring											
Response Option		Weight	Frequency	Percent	Percent Responses			Means			
Excellent	(5)	13	43.33%					4.20	4.25	3.98	
Good	(4)	11	36.67%								
Satisfactory	(3)	5	16.67%								
Poor	(2)	1	3.33%								
Unsatisfactory	(1)	0	0%								
0 25 50 75 100											
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
30/38 (78.95%)	4.20	0.85	4.00	18,960	4.25	0.99	5.00	2,455	3.98	1.16	4.00

9 - Would you recommend this instructor to others?											
Andrew Herring											
Response Option		Weight	Frequency	Percent	Percent Responses			Means			
Most definitely	(4)	16	53.33%					3.33	3.40	3.16	
Probably	(3)	10	33.33%								
Probably not	(2)	2	6.67%								
Definitely not	(1)	2	6.67%								
0 25 50 75 100											
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
30/38 (78.95%)	3.33	0.88	4.00	18,927	3.40	0.83	4.00	2,446	3.16	0.97	3.00

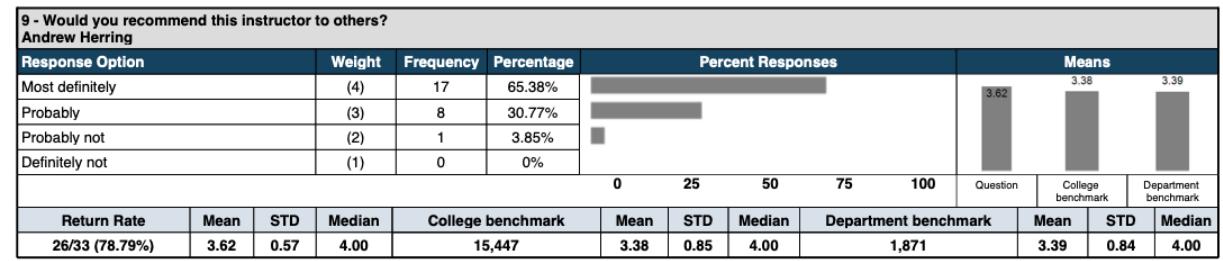
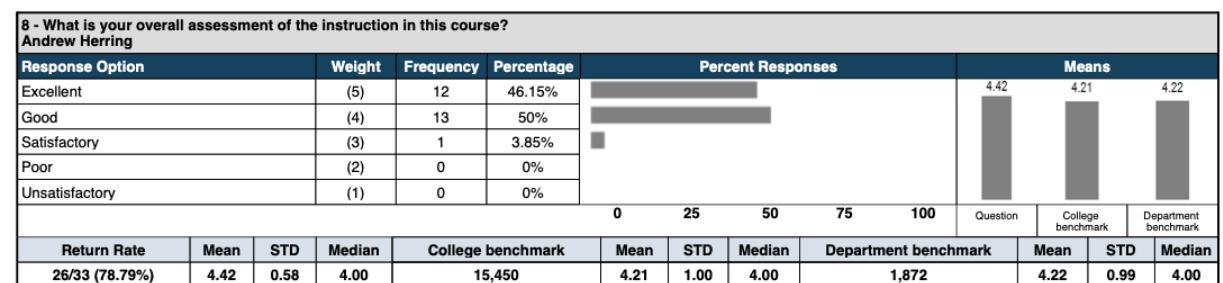
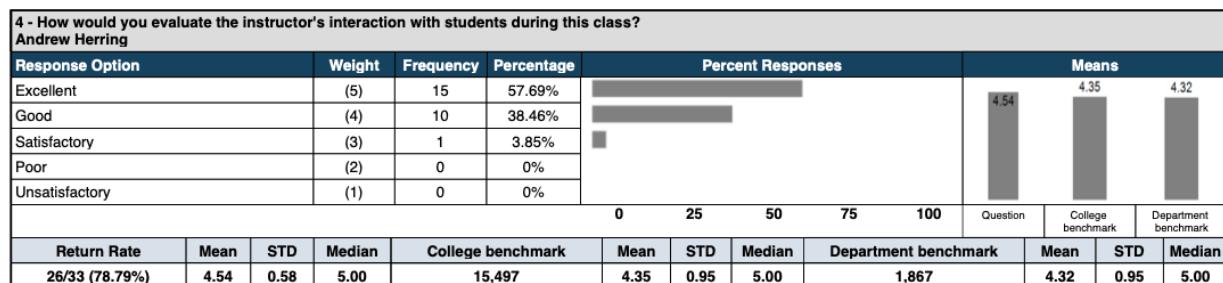
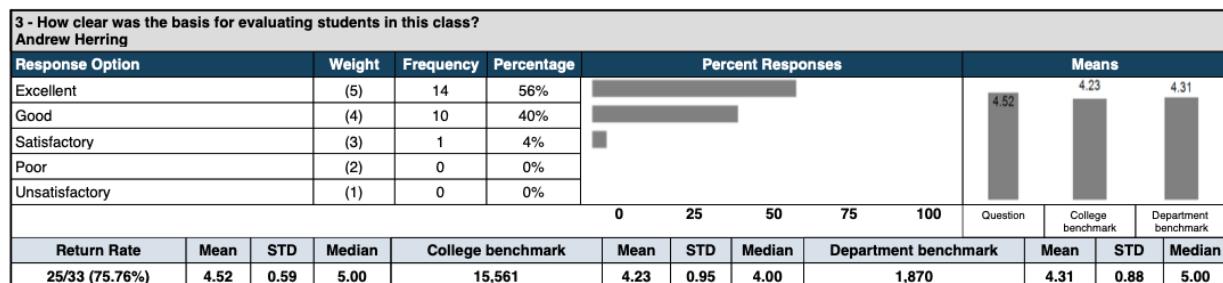
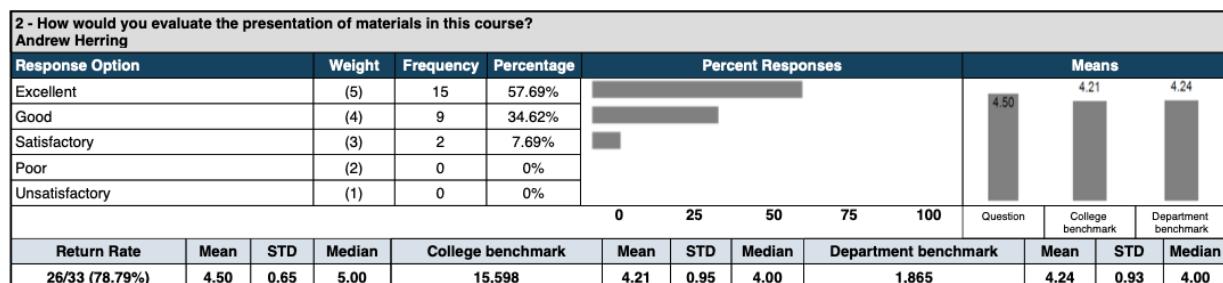
Multivariable Calculus–Spring 2015
Math 2210–Sections 22,24,25 University of Wyoming
92 students

Selected Comments (Sections 22,24,25 Combined)

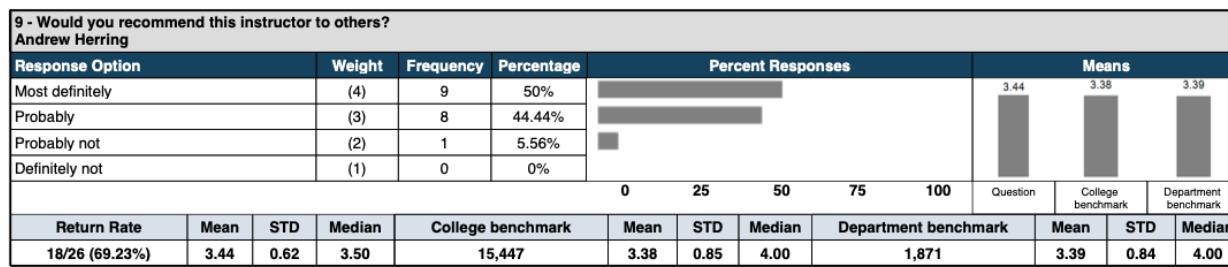
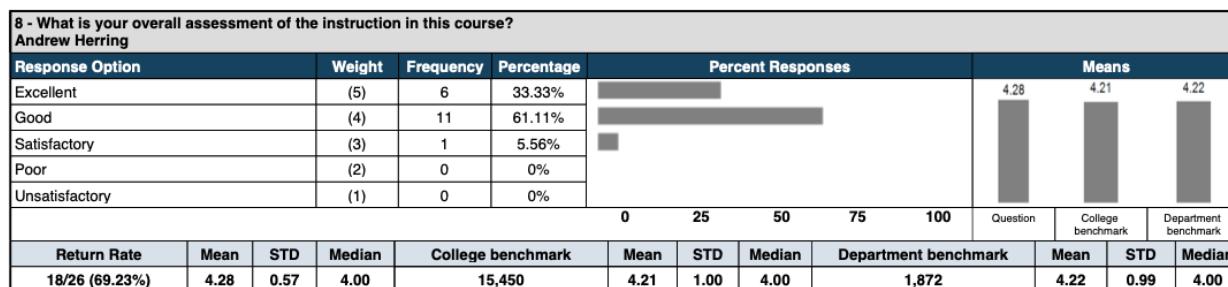
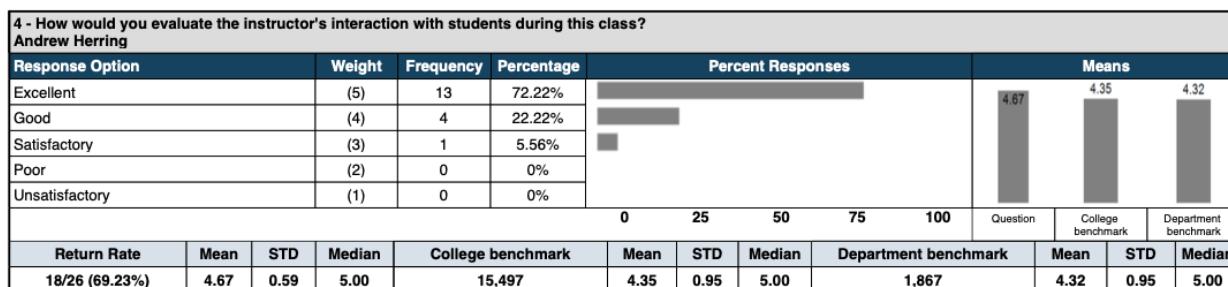
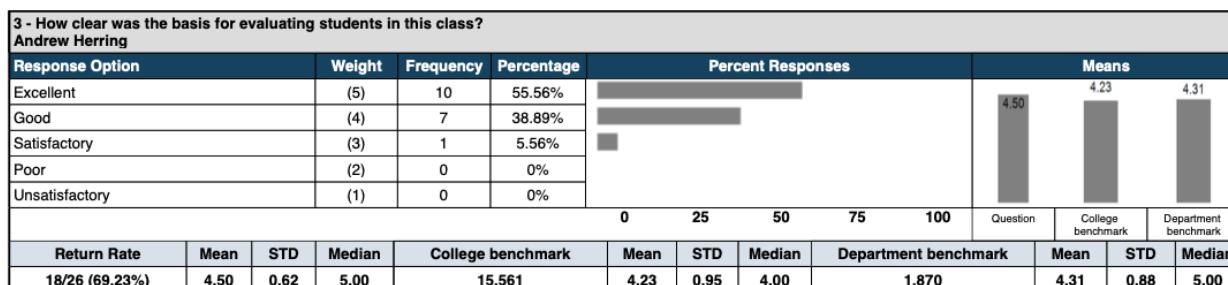
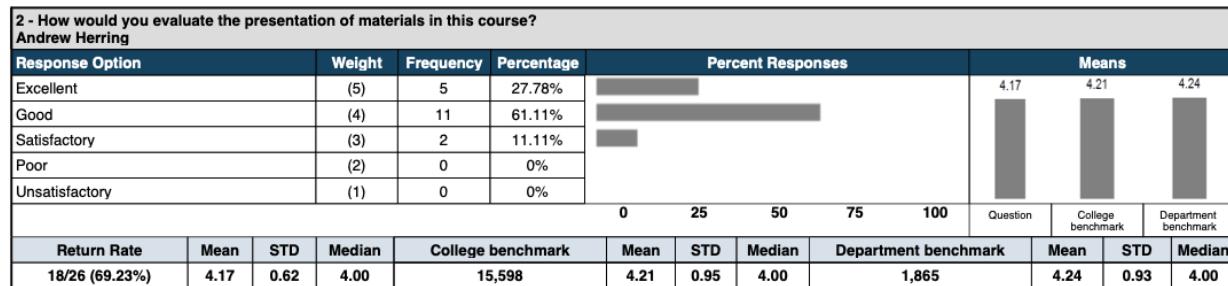
- “Andrew is the bomb. He seriously breaks all of the stereotypes of your standard ”incompetent TA.” He knows the material extremely well, engages with students well, answers questions effectively, and has a great personality that made the discussion entertaining. Also very helpful in terms of helping prepare for exams. Can not think of anything concrete he could do better, keep up the great work. ”
- “Andrew is an inspiring young instructor with spunk and great potential. He is extremely helpful and knows how to instruct in different styles. This is a very helpful trait and is surprising he has it a his young age.”
- “Very good discussion that allows students to seek help in harder concepts. Andrew does a very nice job fostering a discussion where input is welcomed and leads to furthering knowledge. ”
- “Andrew was an awesome TA and without his instruction I wouldn’t have nearly as good of a grasp on the material. He went above and beyond with trying to help students and reached out offering additional office hours. His summaries of the material were so clear and concise which helped me retain lecture material and be able to better apply it.”
- “Very effective teaching abilities, I would recommend Andrew for doing lectures.”
- “Excellent work, would take a course with this instructor again. ”
- “He is a brilliant ta. Makes learning fun. Seems to actually care about us knowing stuff.”
- “- I really enjoy Andrew’s view point on math and his explanations on how to proceed through a question”

- “He was a good teacher. He knew the material, but more than that, he knew how to teach it. Also his process of working through the worksheet with us helped a lot with understanding how to set up and complete problems.”

Selected Data (Section 22)



Selected Data (Section 24)



Selected Data (Section 25)

2 - How would you evaluate the presentation of materials in this course? Andrew Herring					Percent Responses			Means		
Response Option		Weight	Frequency	Percentage						
Excellent	(5)	11	47.83%		4.35			4.21		4.24
Good	(4)	9	39.13%							
Satisfactory	(3)	3	13.04%							
Poor	(2)	0	0%							
Unsatisfactory	(1)	0	0%							
					0	25	50	75	100	
					Question			College benchmark		Department benchmark
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD
23/27 (85.19%)	4.35	0.71	4.00	15,598	4.21	0.95	4.00	1,865	4.24	0.93
									4.00	

3 - How clear was the basis for evaluating students in this class? Andrew Herring					Percent Responses			Means		
Response Option		Weight	Frequency	Percentage						
Excellent	(5)	12	54.55%		4.45			4.23		4.31
Good	(4)	8	36.36%							
Satisfactory	(3)	2	9.09%							
Poor	(2)	0	0%							
Unsatisfactory	(1)	0	0%							
					0	25	50	75	100	
					Question			College benchmark		Department benchmark
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD
22/27 (81.48%)	4.45	0.67	5.00	15,561	4.23	0.95	4.00	1,870	4.31	0.88
									5.00	

4 - How would you evaluate the instructor's interaction with students during this class? Andrew Herring					Percent Responses			Means		
Response Option		Weight	Frequency	Percentage						
Excellent	(5)	18	78.26%		4.74			4.35		4.32
Good	(4)	4	17.39%							
Satisfactory	(3)	1	4.35%							
Poor	(2)	0	0%							
Unsatisfactory	(1)	0	0%							
					0	25	50	75	100	
					Question			College benchmark		Department benchmark
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD
23/27 (85.19%)	4.74	0.54	5.00	15,497	4.35	0.95	5.00	1,867	4.32	0.95
									5.00	

8 - What is your overall assessment of the instruction in this course? Andrew Herring					Percent Responses			Means		
Response Option		Weight	Frequency	Percentage						
Excellent	(5)	13	56.52%		4.43			4.21		4.22
Good	(4)	7	30.43%							
Satisfactory	(3)	3	13.04%							
Poor	(2)	0	0%							
Unsatisfactory	(1)	0	0%							
					0	25	50	75	100	
					Question			College benchmark		Department benchmark
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD
23/27 (85.19%)	4.43	0.73	5.00	15,450	4.21	1.00	4.00	1,872	4.22	0.99
									4.00	

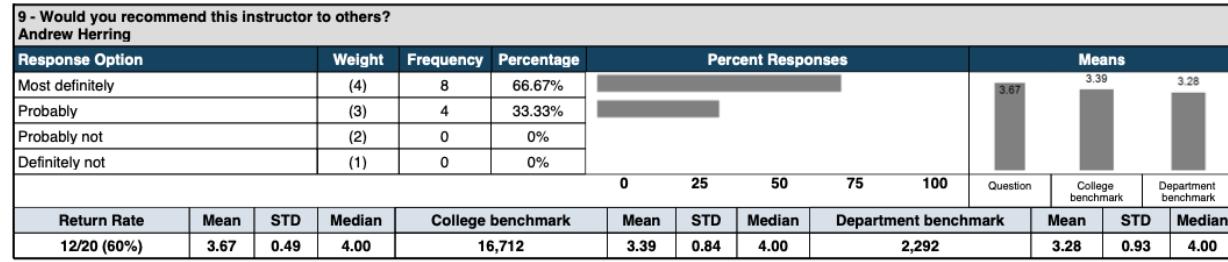
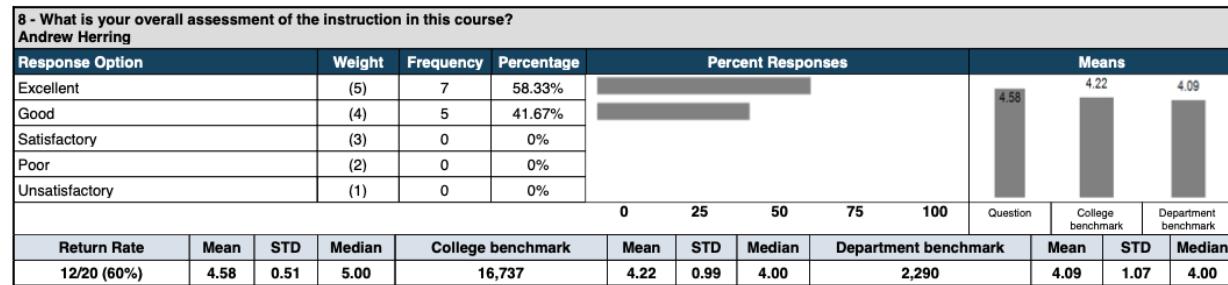
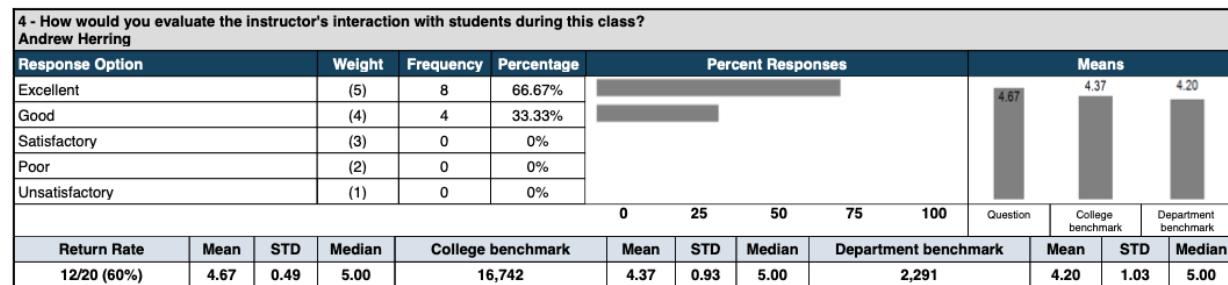
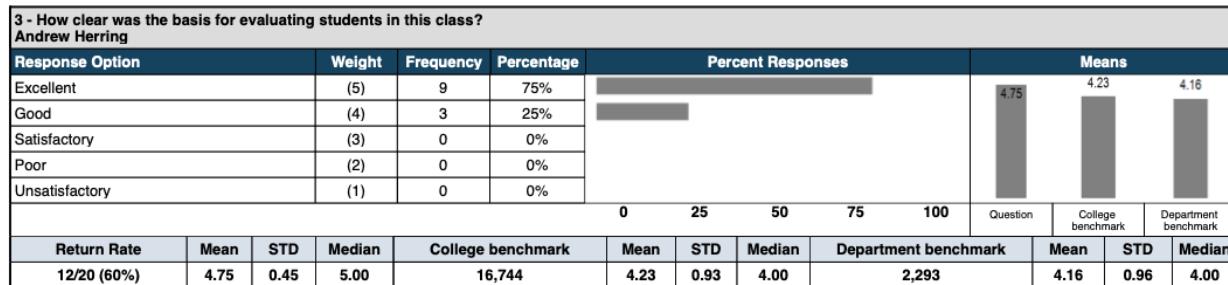
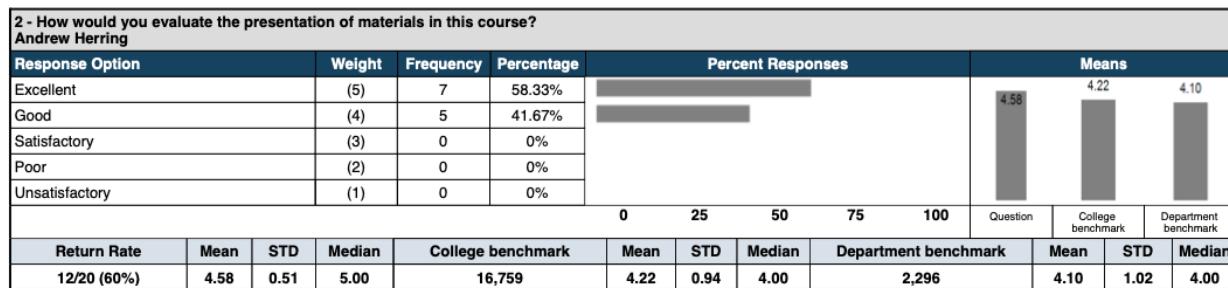
9 - Would you recommend this instructor to others? Andrew Herring					Percent Responses			Means		
Response Option		Weight	Frequency	Percentage						
Most definitely	(4)	16	69.57%		3.65			3.38		3.39
Probably	(3)	6	26.09%							
Probably not	(2)	1	4.35%							
Definitely not	(1)	0	0%							
					0	25	50	75	100	
					Question			College benchmark		Department benchmark
Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD
23/27 (85.19%)	3.65	0.57	4.00	15,447	3.38	0.85	4.00	1,871	3.39	0.84
									4.00	

Multivariable Calculus–Fall 2014
Math 2210–Sections 20,22,25 University of Wyoming
86 students

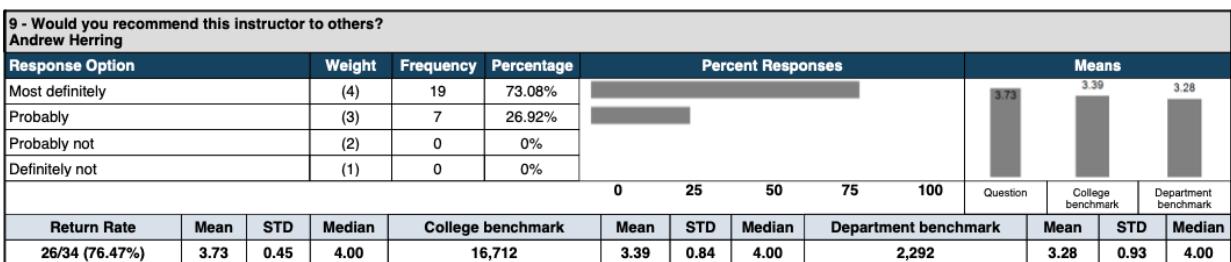
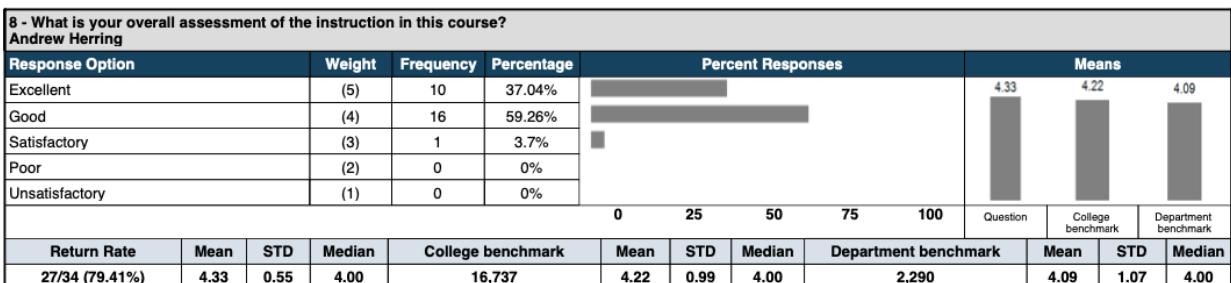
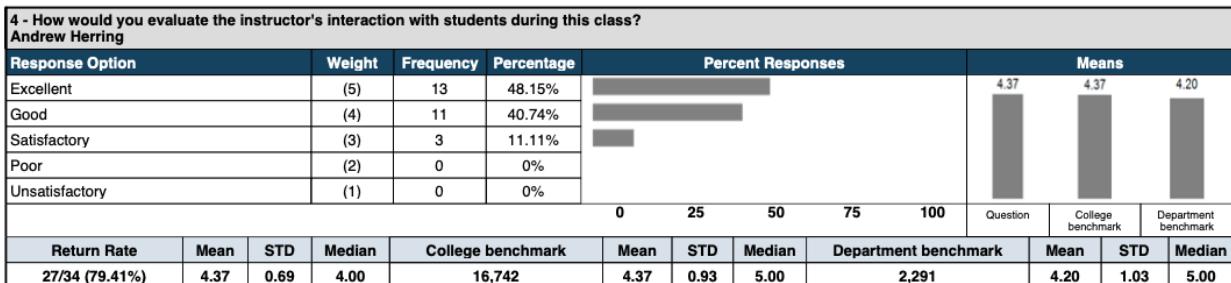
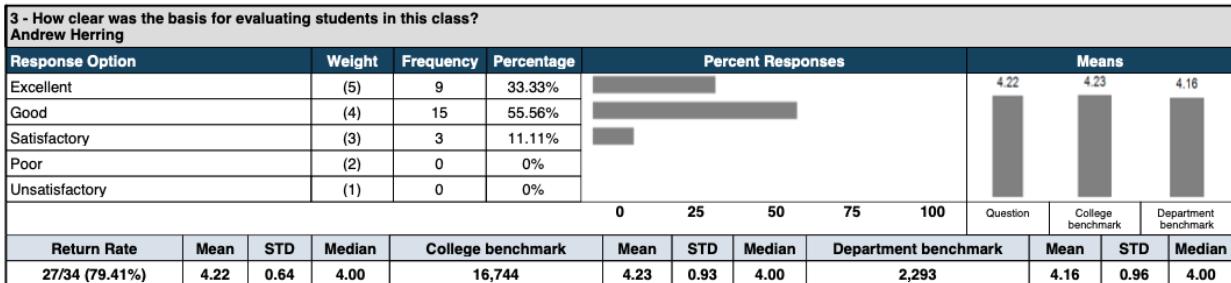
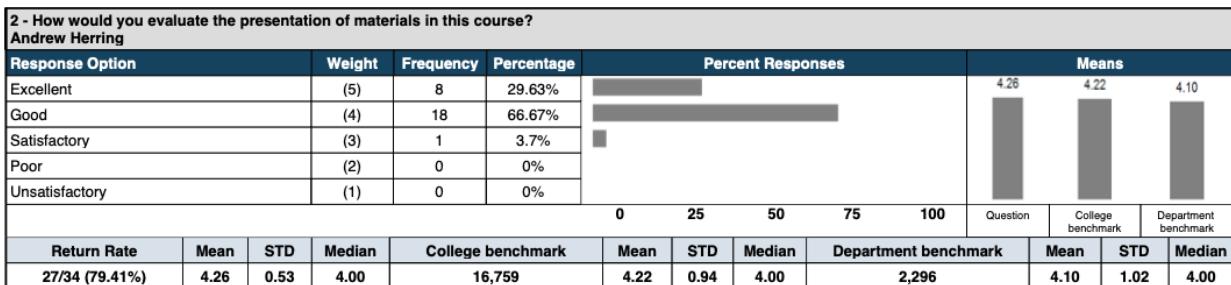
Selected Comments (Sections 20,22,25 Combined)

- “Was knowledgeable about the course content. Also tried his best to get the class involved in each discussion. Very happy with this grad students teaching abilities.”
- “Mr. Herring provides the discussion section with excellent examples and more than adequate stimulation with the course material. He does an excellent job keeping us on our toes. ”
- “I thought that the discussions were extremely helpful, and the presentation of the material was done in a way that was less intimidating than lectures and easier to understand.”
- “I think Andrew was a great instructor to have. He was very helpful and easy to get along with.”
- “Great TA! He knew the material and presented it in a organized manner while keeping the class engaged.”
- “Mr. Herring did a good job covering the material presented in class. He encouraged questions and made sure he presented the information clearly in class. Assignments were helpful and aided in understanding the material.”
- “Andrew is a great teacher when it comes to calculus. The discussion section has been very helpful but we very rarely get a chance to get through the whole assignment before time is up. ”
- “I find Andrews way of instruction very similar to professor Angevine and this is good because I find Angevine to be one of the most intelligent and clearest instructors ive had here at the University. Andrew helps us to understand the problems in the packets to the best that he can and he seems to know everything he should to be able to instruct us on the material. I believe that the discussion with Andrew is a pretty big part to why I fully grasp the transformation part of the class and the changing order of integration aspect also. ”
- “He was great overall. Concise and intelligent while trying to inject some form of humor from time to time. Always willing to help when asked.”
- “Andrew was a very amicable person, who answered questions efficiently and made great use of the time. We covered a lot in a little amount of time.”
- “Andrew was helpful and always answered any questions that students had to the best of his ability. He was great at presenting alternative ways of what we had learned in lecture to help understand the material. ”
- “I think he is on the right path he is and to me was very helpful. I enjoyed going to his class because I could ask him things that I felt if asked Charlie he would just make the problem bigger and more confusing. but Andrew was more to the point and things that I actually had problems with.”

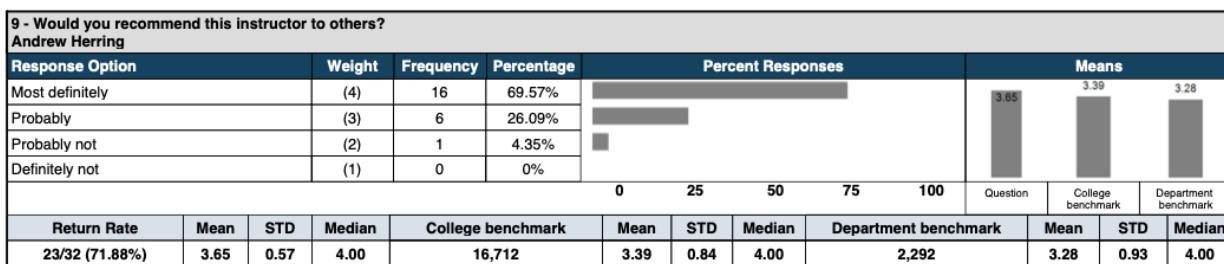
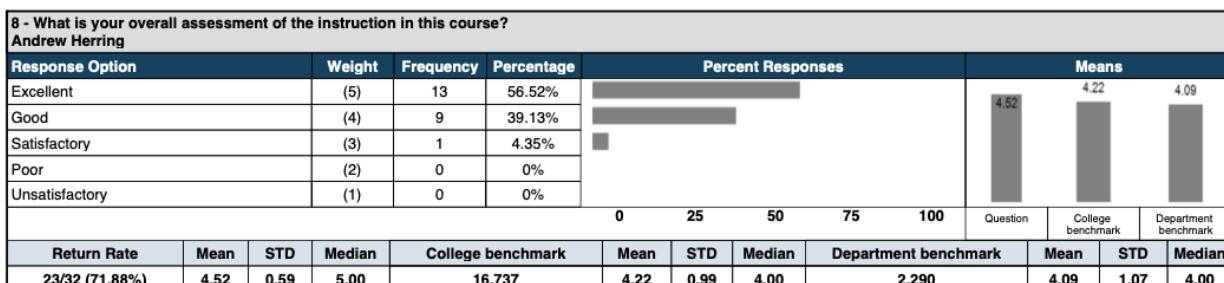
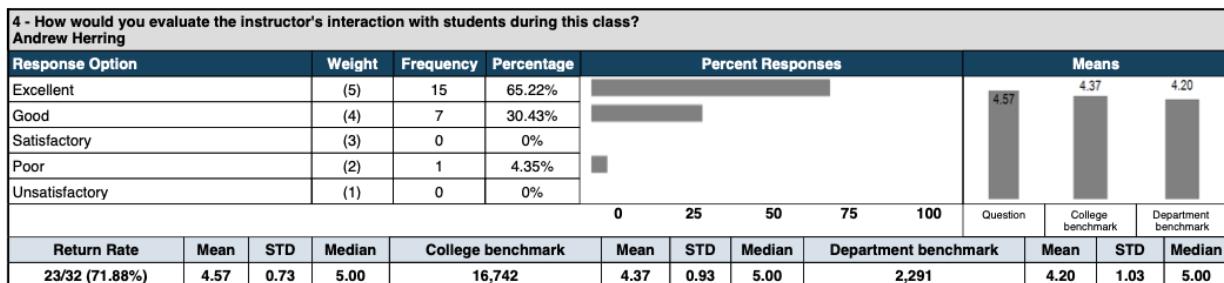
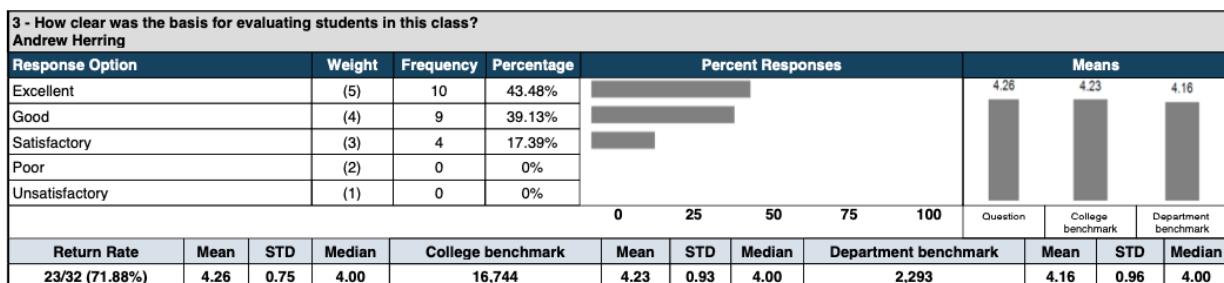
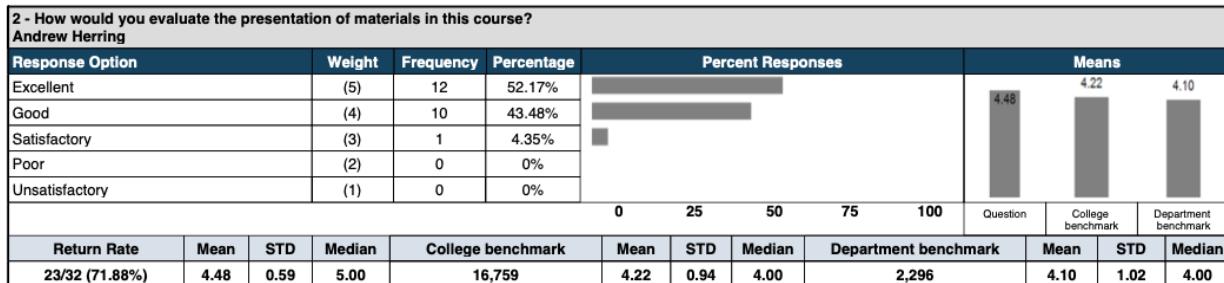
Selected Data (Section 20)



Selected Data (Section 22)



Selected Data (Section 25)



TA Evaluations

Linear Algebra II and Group Theory—Spring 2020
Math 2120B and Math 3120B Western University

Department of Mathematics: TA evaluation form

The purpose of this TA Evaluation Form is to keep track of how our TAs are doing and to give them feedback to help them improve. This information can be used when evaluating TAs for awards, when writing letters of reference regarding teaching, when assigning TA duties in future terms, and when considering disciplinary action. It is therefore useful to have both positive and negative comments recorded. Note that the TAs will be provided with copies of these forms.

Semester: Winter 2020 TA name: Andrew Herring
Course: Math 2120B Instructor: Nicole Lemire
Math 3120B
Summary of the TA's duties: conducting tutorials,
grading assignments, quizzes
midterm & final assessment

Answer the following questions on a scale of 1 to 5, with 5 the best score. You may also write N/A.

Were you happy with the TA's marking? 5

Were you happy with the TA's teaching/help centre? 5

Was the TA prompt in completing assigned tasks? 4

Did the TA arrive promptly to exams, tutorials, help centres, etc? Yes

Please provide any other comments, positive and/or negative, continuing on the reverse side if necessary:

Andrew was an amazing tutorial leader!
I had good feedback from students
about both of my tutorial sections.
He provided very detailed feedback
about the grading of the
questions he was assigned on

Instructor signature: NL Date: May 26 / 20

each assessment.

He took the trouble to identify groups of collaborators on assignments & final assessment.

Mohabat and he organized and ran a LaTeX Seminar for interested students in Math 2120B on their own initiative!

Andrew was a very cheerful and supportive TA. He took his job seriously and was very conscientious about helping students.

After lockdown, Andrew and Mohabat helped me help me to practise for my first Zoom classes & gave me valuable feedback about online assessments. They were both very supportive!

They also continued their tutorials via Zoom.

For Math 3120B, Andrew also gave me detailed feedback about the questions he graded - in terms of how well they handled the problems, how much detail was put into their solutions, and how much collaboration occurred.

In general, it was a pleasure to have Andrew as a TA for both of my courses last term!

Methods of Finite Mathematics–Summer 2019
Math 1228 Western University

Department of Mathematics: TA evaluation form

The purpose of this TA Evaluation Form is to keep track of how our TAs are doing and to give them feedback to help them improve. This information can be used when evaluating TAs for awards, when writing letters of reference regarding teaching, when assigning TA duties in future terms, and when considering disciplinary action. It is therefore useful to have both positive and negative comments recorded. Note that the TAs will be provided with copies of these forms.

Semester: Summer 2019 TA name: Andrew Herry

Course: Math 1228 Instructor: A. Phlin

Summary of the TA's duties: Marking / Proctoring

Answer the following questions on a scale of 1 to 5, with 5 the best score. You may also write N/A.

Were you happy with the TA's marking? 5

Were you happy with the TA's teaching/help centre? N/A

Was the TA prompt in completing assigned tasks? 4.5

Did the TA arrive promptly to exams, tutorials, help centres, etc? 5

Please provide any other comments, positive and/or negative, continuing on the reverse side if necessary:

Instructor signature: A. Phlin

Date: 16-7-2019

Linear Algebra I–Spring 2019
Math 1600B Western University

Department of Mathematics: TA evaluation form

The purpose of this TA Evaluation Form is to keep track of how our TAs are doing and to give them feedback to help them improve. This information can be used when evaluating TAs for awards, when writing letters of reference regarding teaching, when assigning TA duties in future terms, and when considering disciplinary action. It is therefore useful to have both positive and negative comments recorded. Note that the TAs will be provided with copies of these forms.

Semester: Winter 2019 TA name: Andrew Herring
Course: MATH 1600B Instructor: Chris Hall

Summary of the TA's duties: participate in weekly meetings, co-conduct two tutorial sessions each week, mark two midterms and final exam

Answer the following questions on a scale of 1 to 5, with 5 the best score. You may also write N/A.

Were you happy with the TA's marking? 5
Were you happy with the TA's teaching/help centre? N/A
Was the TA prompt in completing assigned tasks? 4
Did the TA arrive promptly to exams, tutorials, help centres, etc? 5

Please provide any other comments, positive and/or negative, continuing on the reverse side if necessary:

Instructor signature: C. Hall

Date: June 3, 2019

Calculus II for Mathematical and Physical Sciences—Spring 2019
Calc 1501B Western University

Department of Mathematics: TA evaluation form

The purpose of this TA Evaluation Form is to keep track of how our TAs are doing and to give them feedback to help them improve. This information can be used when evaluating TAs for awards, when writing letters of reference regarding teaching, when assigning TA duties in future terms, and when considering disciplinary action. It is therefore useful to have both positive and negative comments recorded. Note that the TAs will be provided with copies of these forms.

Semester: Winter 2019 TA name: Andrew Herring
Course: CALC 1501B Instructor: M. Pinsent / R. Shafikov
Summary of the TA's duties: Marking + Proctoring

Answer the following questions on a scale of 1 to 5, with 5 the best score. You may also write N/A.

Were you happy with the TA's marking? 4

Were you happy with the TA's teaching/help centre? —

Was the TA prompt in completing assigned tasks? 5

Did the TA arrive promptly to exams, tutorials, help centres, etc? 5

Please provide any other comments, positive and/or negative, continuing on the reverse side if necessary:

• A bit more comments would be great.

Instructor signature:



Date: May 12, 2019

Calculus II for Mathematical and Physical Sciences—Spring 2019
Calc 1501B Western University

Department of Mathematics: TA evaluation form

The purpose of this TA Evaluation Form is to keep track of how our TAs are doing and to give them feedback to help them improve. This information can be used when evaluating TAs for awards, when writing letters of reference regarding teaching, when assigning TA duties in future terms, and when considering disciplinary action. It is therefore useful to have both positive and negative comments recorded. Note that the TAs will be provided with copies of these forms.

Semester: Winter 2019 TA name: Andrew Herring
Course: CALC 1501B Instructor: M. Pinsonnault / R. Shafikov
Summary of the TA's duties: Marking + Proctoring

Answer the following questions on a scale of 1 to 5, with 5 the best score. You may also write N/A.

Were you happy with the TA's marking? 4

Were you happy with the TA's teaching/help centre? —

Was the TA prompt in completing assigned tasks? 5

Did the TA arrive promptly to exams, tutorials, help centres, etc? 5

Please provide any other comments, positive and/or negative, continuing on the reverse side if necessary:

• A bit more comments would be great.

Instructor signature:



Date: May 12, 2019

Linear Algebra I—Fall 2018
Math 1600A Western University

Department of Mathematics: TA evaluation form

The purpose of this TA Evaluation Form is to keep track of how our TAs are doing and to give them feedback to help them improve. This information can be used when evaluating TAs for awards, when writing letters of reference regarding teaching, when assigning TA duties in future terms, and when considering disciplinary action. It is therefore useful to have both positive and negative comments recorded. Note that the TAs will be provided with copies of these forms.

Semester: A TA name: Andrew Harris
Course: Math 1600 Instructor: Ajneet Dhillon

Summary of _____

_____ Run tutorials, mark exams _____

Answer the following questions on a scale of 1 to 5, with 5 the best score. You may also write N/A.

Were you happy with the TA's marking? 5

Were you happy with the TA's teaching/help centre? 5

Was the TA prompt in completing assigned tasks? 5

Did the TA arrive promptly to exams, tutorials, help centres, etc? 5

Please provide any other comments, positive and/or negative, continuing on the reverse side if necessary:

Instructor signature: AJ Dhillon

Date: January 14th 2019

Mathematical Structures–Fall 2018
Math 2155A Western University

Department of Mathematics: TA evaluation form

The purpose of this TA Evaluation Form is to keep track of how our TAs are doing and to give them feedback to help them improve. This information can be used when evaluating TAs for awards, when writing letters of reference regarding teaching, when assigning TA duties in future terms, and when considering disciplinary action. It is therefore useful to have both positive and negative comments recorded. Note that the TAs will be provided with copies of these forms.

Semester: Fall 2018 TA name: Andrew Herring

Course: MATH 2155A Instructor: Chris Hall

Summary of the TA's duties: marking homework and exams; proctoring midterm exam

Answer the following questions on a scale of 1 to 5, with 5 the best score. You may also write N/A.

Were you happy with the TA's marking? 5

Were you happy with the TA's teaching/help centre? N/A

Was the TA prompt in completing assigned tasks? 4

Did the TA arrive promptly to exams, tutorials, help centres, etc? 5

Please provide any other comments, positive and/or negative, continuing on the reverse side if necessary:

Instructor signature: Chris Hall Date: February 11, 2018

Calculus II for Mathematical and Physical Sciences—Spring 2018
Calc 1501B Western University

Department of Mathematics: TA evaluation form

The purpose of this TA Evaluation Form is to keep track of how our TAs are doing and to give them feedback to help them improve. This information can be used when evaluating TAs for awards, when writing letters of reference regarding teaching, when assigning TA duties in future terms, and when considering disciplinary action. It is therefore useful to have both positive and negative comments recorded. Note that the TAs will be provided with copies of these forms.

Semester: Winter 2018 TA name: Andrew Herring

Course: CALC 1501B Instructor: M. Pinsomanit/A. O'Hara

Summary of the TA's duties: Marking (4 homeworks, 2 midterms)

Answer the following questions on a scale of 1 to 5, with 5 the best score. You may also write N/A.

Were you happy with the TA's marking? 4

Were you happy with the TA's teaching/help centre? N/A

Was the TA prompt in completing assigned tasks? 4

Did the TA arrive promptly to exams, tutorials, help centres, etc? N/A

Please provide any other comments, positive and/or negative, continuing on the reverse side if necessary:

- Andrew did a good job with marking.
- Leaving more detailed comments for students would improve the marking.

Instructor signature: Sati O'Hara

Date: 2018/05/31

Department of Mathematics: TA evaluation form

The purpose of this TA Evaluation Form is to keep track of how our TAs are doing and to give them feedback to help them improve. This information can be used when evaluating TAs for awards, when writing letters of reference regarding teaching, when assigning TA duties in future terms, and when considering disciplinary action. It is therefore useful to have both positive and negative comments recorded. Note that the TAs will be provided with copies of these forms.

Semester: Fall 2017 TA name: ANDREW HERRING
Course: CALC 1000 A Instructor: OCTAVIAN MITREA

Summary of the TA's duties: Marking quizzes, preparing, writing quiz solutions, occasional teaching (review sessions)

Answer the following questions on a scale of 1 to 5, with 5 the best score. You may also write N/A.

Were you happy with the TA's marking? 5

Were you happy with the TA's teaching/help centre? 5

Was the TA prompt in completing assigned tasks? 5

Did the TA arrive promptly to exams, tutorials, help centres, etc? 5

Please provide any other comments, positive and/or negative, continuing on the reverse side if necessary:

Very good, very reliable TA.

Instructor signature: Ottov Date: June 25, 2018