

# Teaching and Mentoring Statement

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As an award winning teacher<sup>1</sup> and mentor I work every day to support and empower the agency of others, especially my students. My students are smart, talented, and hard working. They deserve a space in which these facts are acknowledged so that they can freely struggle, fail, learn, and grow with consistent feedback given without judgement. I encourage my students to find and develop their intellectual talents, to apply these skills in the classroom, in their research, and eventually their vocation. These are professional goals for me as well. To accomplish these goals and to learn from one's mistakes, I use several guiding questions, which I describe next in the teaching section and then the mentoring section that follows.

## Teaching

When learning, I encourage my students to ask themselves: *How can I improve my understanding of this topic?* When engaging in the research process, I encourage my students to ask themselves: *How can I help improve the research on this topic?* When asking my students to think about how they might improve upon existing research, I also stress that we are collectively engaged in a process of improving the research conducted not only individually but by others as well. This is why I encourage my students to ask themselves: *How can I assist in the process of improving the research of others?*

These questions also represent the core questions I ask of myself and my peers when critically evaluating the research of others. While it is easy to criticize existing work for its biases and shortcomings, an important part of the job of every social scientist is to use their critiques to develop better concepts and methods that might help to answer substantively important research questions and to improve policy. This is a theme I continually emphasize in my graduate level courses and mentoring relationships.

In my programming courses, I use the same guiding questions as above by encouraging my students to “Learn to program. Program to Learn.” What I mean is that by learning to program in the R programming environment, students gain a set of useful tools that they can use to understand the building blocks of any statistical model or data science tool. The primary learning tool I use in my programming classes are what I call “Program Challenges.” The challenges are meant to be just that, challenging. But they should also be fun. I encourage my students to think creatively and collaboratively when working on the challenges. I take care to emphasize in every class period that getting stuck or not finishing all the steps in any program challenge is expected and encouraged. This is how learning works and I want my students to feel comfortable showing me which step in the program challenges they are struggling with. Hence the slogan: “Learn to program, program to learn.” I have used these program challenges for the last three years in my Essex summer school courses and my new data science course at the University of Michigan. The program challenge text are available at this publicly accessible GitHub page: <https://github.com/CJFariss/R-Program-Challenges>.

I have designed all of my courses to encourage my students to ask and attempt to answer the motivating questions I described above as part of the learning and research process. Course evaluation summaries are available in Appendix Section A. More details about each of my courses are available in the corresponding syllabus for each of my courses, links to which are available in Appendix Section B. Teaching awards and nominations are available in Appendix Section C.

## Mentorship

I am a committed mentor and collaborator. In this section, I provide additional descriptive information about my mentorship activities.

For the last ten years, I have worked to provide applied research opportunities and funding for my graduate student collaborators, which I describe in more detail in this section. To date, I have published 45 articles. Sixteen of these articles include at least one coauthor that was a graduate student, undergraduate student, or postdoctoral fellow. I have also published one peer reviewed conference proceedings article with two graduate student coauthors, and one edited chapter, also with two graduate student coauthors. Of the manuscripts I currently have under review, several of these manuscripts include at least one current graduate student coauthor and two other manuscripts include a former postdoctoral fellow, now Assistant Professor, who is working for the collaborative NSF project for which I am one of four Co-Project Investigators.

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<sup>1</sup>The 2023 Department of Political Science Tronstein Award, a recognition of innovative and outstanding teaching of undergraduate students in the University of Michigan Department of Political Science, and the department's highest teaching honor.

To date, I have written academic letters of recommendation for 22 individuals. My CV contains details about each of these students and their professional placements.

As I have done in each of the past ten years, I will write new letters of recommendation for my students entering the market for the first time, and I will also update existing letters of recommendation for others. As many students actively apply to postdoctoral fellowships and jobs over multiple years, this entails considerable revision to existing letters in order to meet changing standards for academic, industry, and government positions. For the 2022 job market, I wrote or revised 4 letters of recommendation. I anticipate writing or revising a similar number for the upcoming season in 2023.

I am currently serving on six dissertation committees. Five of these committees are for University of Michigan graduate students, though only four of these committees has officially formed. I am also officially serving on one dissertation committees for a graduate student at Vanderbilt University and have severed on two dissertation committees at the University of Southern California. Beyond these official committee positions, I continue to work collaboratively with several other University of Michigan graduate students, along with many other students I worked with during my time at Pennsylvania State University and collaborators from the University of Southern California.

Finally, as a Co-Project Investigator, I have won research grants from the National Science Foundation, USAID, and several other organizations totaling nearly \$2 million dollars with approximately \$300,000 in funds coming to Pennsylvania State University or University of Michigan. Much of this funding, at both University of Michigan and the other institutions, has been used to support graduate students (Elizabeth Brennan, Ted Hsuan Yun Chen, Saki Kuzushima, Blake Miller, Thomas O'Mealia, Hwayong Shin, Roya Talibova). Funding from one of the NSF grants has provided support for a two-year postdoctoral position at Arizona State University (Rebecca Cordell). I continue to apply for additional research funding at the University of Michigan. These applications always include funding for undergraduate student, graduate student, and postdoctoral researchers.

# Contents

<b>A Appendix: Teaching Evaluation Summaries</b>	<b>4</b>
A.1 Teaching Evaluations at University of Michigan	4
A.2 Tabular Presentation of Course Evaluation Scores (U-M)	5
A.2.1 Graphical Presentation of Course Evaluation Scores (U-M)	5
A.2.2 Comparison of Course Scores with University Wide Scores (U-M)	7
A.3 Teaching Evaluations at Pennsylvania State University	8
A.3.1 Tabular Presentation of Course Evaluation Scores (PSU)	8
A.3.2 Graphical Presentation of Course Evaluation Scores (PSU)	9
A.4 Teaching Evaluations Over Time	10
A.4.1 Tabular Presentation of Course Evaluation: Interpolated Median Scores Over Time	10
A.4.2 Graphical Presentation of Course Evaluation: Interpolated Median Scores Over Time	10
A.4.3 Tabular Presentation of Course Evaluation: Proportion of Highest Score Value Over Time	11
A.4.4 Graphical Presentation of Course Evaluation: Proportion of Highest Score Value Over Time	11
A.5 Teaching Evaluations at Essex Summer School in Social Science Data	13
A.5.1 Tabular Presentation of Course Evaluation Scores (Essex)	13
A.5.2 Graphical Presentation of Course Evaluation Scores (Essex)	14
A.6 Teaching Evaluations at University of Uppsala	15
<b>B Appendix: Links to Course Syllabi and GitHub Course Materials</b>	<b>16</b>
B.1 Data Science (Undergraduate)	16
B.2 Data Science (Graduate)	16
B.3 Human Rights (Undergraduate)	17
B.4 Human Rights (Graduate)	17
B.5 Measurement (Graduate)	17
B.6 Research Design (Graduate)	18
<b>C Appendix: Teaching Awards and Nominations</b>	<b>19</b>
C.1 Tronstein Award Announcement, Department of Political Science, University of Michigan (2023)	19
C.2 Golden Apple Award Nomination 2021	20
C.3 Golden Apple Award Nomination 2020	21

# A Appendix: Teaching Evaluation Summaries

## A.1 Teaching Evaluations at University of Michigan

To date, I have taught 16 classes at the University of Michigan:

- *Data Science for International studies* (undergraduate) in Winter 2020, Winter 2021, Winter 2022, and Winter 2023 semesters.
- *Human Rights* (undergraduate) in the Winter 2017, Winter 2018, Winter 2019, Winter 2020, Winter 2021, Fall 2021, Winter 2022, Fall 2023, and Winter 2023 semesters.
- *Human Rights* (graduate) in the Winter 2018 and Winter 2019 semester.
- *Measurement* (graduate), which I called *The Politics of Measurement* in the Spring 2017 semester.

More details about the course content are available in the course syllabi below. The table below provides descriptive statistics from course evaluations for teaching during the Winter 2017 through Winter 2021 semester, which include the interpolated median, mean, and proportion of response for each score: (5) SA = strongly agree, (4) A = agree, (3) N = neutral, (2) D = disagree, (1) SD = strongly disagree.

The University of Michigan reports an interpolated median score ( $IM$ ) to summarize the 5-point ordinal student response items. The interpolated median calculated as  $IM = M - 0.5 * w + w * (N/2 - Nb) / Nm$ . Where  $N$  is the total number of responses.  $M$  is the median value.  $Nm$  is the number of responses at the median value.  $Nb$  is the number of responses less than the value of the median  $M$ . If  $Nm = 1$ , then  $IM = M$ .  $w$  is the width of the categorical bin with respect to the underlying latent trait. For this application  $w = 1$ . The interpolated median assumes that the responses are uniformly distributed along values of the latent trait within the category. For more details see <http://aec.umich.edu/median.php> or <http://personality-project.org/r/html/interp.median.html>.

91% of the student responses were scored as 4 or greater. Overall, my students gave me high marks for general excellence of the course, for respect and fairness, for openness to discussion, and recognition of students' difficulty with the material. Areas in need of improvement include some of the organizational aspects of the courses. The lowest mark — “I knew what was expected of me in this course ” — was driven by responses during my first semester teaching at the University of Michigan. I provide context for this low mark below in the “Teaching Evaluations Over Time” section [A.4](#).

## A.2 Tabular Presentation of Course Evaluation Scores (U-M)

Question	Proportion for each Score					Mean	IM <sup>†</sup>	N
	SD	D	N	A	SA			
This course advanced my understanding of the subject matter	0.00	0.01	0.02	0.32	0.64	4.60	4.72	267
My interest in the subject has increased because of this course	0.00	0.02	0.09	0.29	0.59	4.46	4.66	270
I knew what was expected of me in this course	0.02	0.02	0.11	0.24	0.61	4.40	4.68	270
Overall, this was an excellent course	0.02	0.03	0.05	0.28	0.63	4.48	4.71	111
I had a strong desire to take this course	0.00	0.02	0.11	0.32	0.56	4.42	4.61	266
Overall, Christopher Fariss was an excellent teacher	0.01	0.02	0.05	0.18	0.74	4.62	4.82	110
Christopher Fariss seemed well prepared for class meetings	0.01	0.01	0.02	0.12	0.83	4.77	4.90	264
Christopher Fariss explained material clearly	0.02	0.01	0.06	0.21	0.70	4.58	4.79	263
Christopher Fariss treated students with respect	0.00	0.00	0.00	0.04	0.96	4.96	4.98	268
I learned to value new viewpoints	0.00	0.03	0.04	0.28	0.66	4.55	4.74	195
I increased my awareness of my own interests and talents	0.01	0.04	0.05	0.31	0.60	4.47	4.67	197
I learned to apply principles to other problems and issues	0.00	0.02	0.02	0.26	0.70	4.59	4.80	196
Students felt comfortable asking questions	0.00	0.00	0.01	0.13	0.86	4.85	4.92	265
The grades in this course were fairly determined	0.00	0.01	0.03	0.11	0.84	4.73	4.91	194
Students' difficulty with the material was recognized	0.00	0.00	0.04	0.20	0.73	4.62	4.83	260
The course requirements were clearly defined	0.02	0.02	0.07	0.24	0.66	4.50	4.74	259
I gained a good understanding of concepts/principles in this field	0.00	0.00	0.14	0.14	0.71	4.57	4.80	7
I learned to identify main points and central issues in this field	0.00	0.00	0.14	0.29	0.43	3.71	4.50	7
I developed ability to carry out original research in this area	0.00	0.00	0.14	0.14	0.71	4.57	4.80	7
I developed an ability to evaluate new work in this field	0.00	0.00	0.29	0.14	0.57	4.29	4.62	7
Writing assignments were interesting and stimulating	0.00	0.00	0.11	0.11	0.67	4.11	4.83	9
Reading assignments seemed carefully chosen	0.00	0.00	0.29	0.14	0.57	4.29	4.62	7
Christopher Fariss showed a genuine concern for the students	0.00	0.00	0.02	0.13	0.86	4.84	4.92	63
Christopher Fariss made the course interesting	0.00	0.02	0.03	0.20	0.75	4.69	4.83	64
Christopher Fariss was receptive to discussion outside course	0.00	0.00	0.02	0.10	0.89	4.87	4.94	63
Christopher Fariss seemed well prepared for class meetings	0.00	0.00	0.00	0.00	1.00	5.00	5.00	2
Christopher Fariss explained material clearly	0.00	0.00	0.00	0.00	1.00	5.00	5.00	2
Christopher Fariss treated students with respect	0.00	0.00	0.00	0.00	1.00	5.00	5.00	2
I gained a good understanding of concepts/principles in this field	0.00	0.00	0.00	0.00	1.00	5.00	5.00	2
Reading assignments seemed carefully chosen	0.00	0.00	0.00	0.00	1.00	5.00	5.00	2
Students felt comfortable asking questions	0.00	0.00	0.00	0.00	1.00	5.00	5.00	2
I developed ability to carry out original research in this area	0.00	0.00	0.00	0.00	1.00	5.00	5.00	2
I learned to identify main points and central issues in this field	0.00	0.00	0.00	0.00	1.00	5.00	5.00	2
Averages for all scores	0.00	0.01	0.05	0.21	0.72	4.61	4.80	3905

(5) SA = strongly agree, (4) A = agree, (3) N = neutral, (2) D = disagree, (1) SD = strongly disagree.

Number of student respondents = 287.

Overall Response rate is  $\frac{287}{365} = 0.786$ .

Total number of student-responses = 3905.

† IM is the interpolated median.

Note that the questions that begin "Overall" have not been asked since the before the start of the Fall 2022 semester.

### A.2.1 Graphical Presentation of Course Evaluation Scores (U-M)

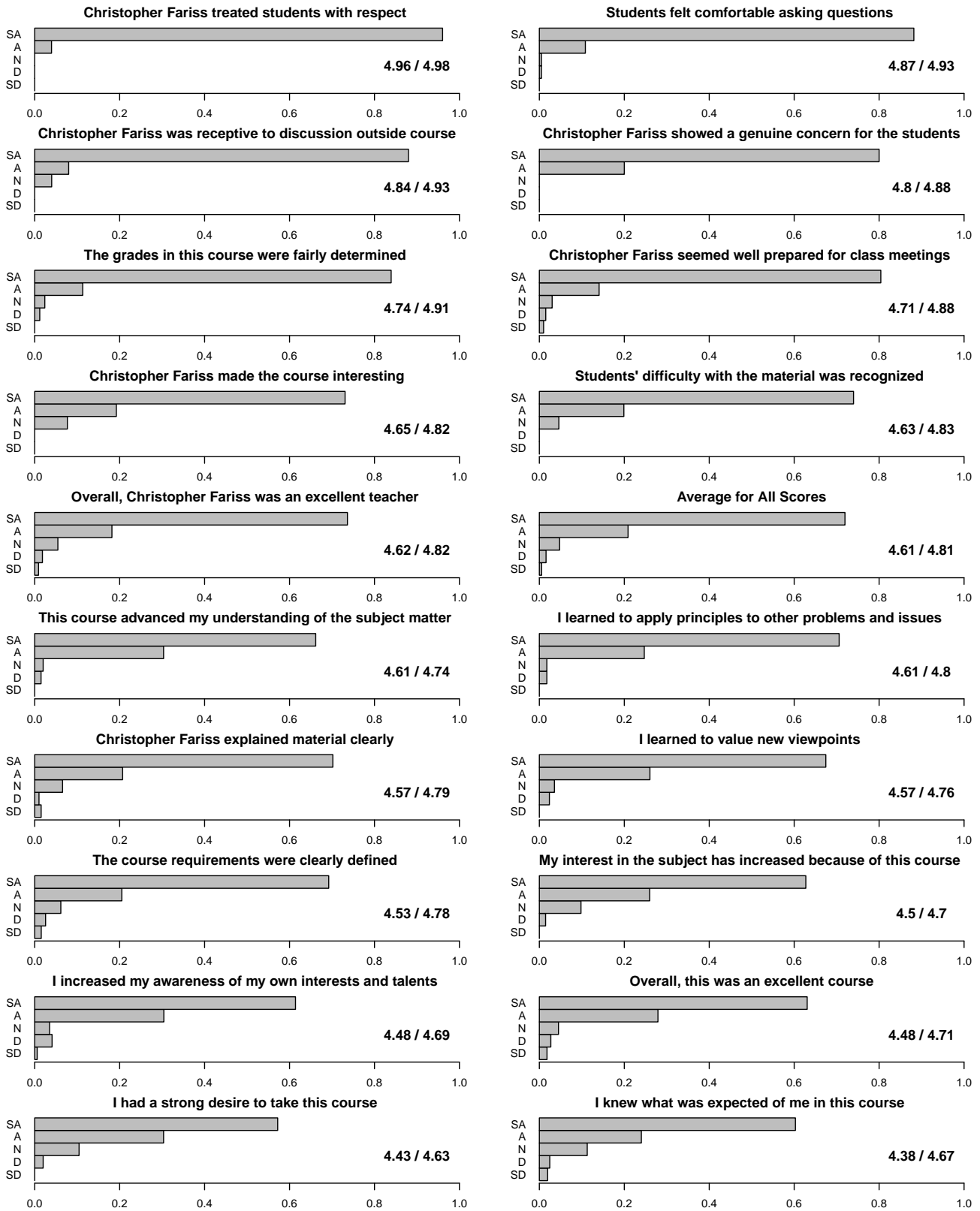


Figure 1: (5) SA = strongly agree, (4) A = agree, (3) N = neutral, (2) D = disagree, (1) SD = strongly disagree. Number of student respondents varies by question. Panels are ordered by mean values. The mean values and interpolated median values are displayed in the lower right section of each panel.

## A.2.2 Comparison of Course Scores with University Wide Scores (U-M)

The table below compares the interpolated median (IM) from my courses in Winter 2017 through Winter 2021 semesters (data since 2021 are not available) to the university wide interpolated medians (U-M IM). Questions appear in descending order of the difference between my interpolated median (IM) and the university wide median (U-M IM). For the top 12 questions, I scored above the university wide median. For the middle 1 question, I scored above the university wide median but these differences are not statistically distinguishable from the university wide median. For the bottom 3 questions, I scored below the university wide median but these differences are not statistically distinguishable from the university wide median.

Question	Difference	U-M IM	IM <sup>†</sup>	q025	q975	p-value
I had a strong desire to take this course	0.48	4.1	4.58	4.38	4.71	0.000
Students' difficulty with the material was recognized	0.38	4.4	4.78	4.67	4.86	0.000
My interest in the subject has increased because of this course	0.37	4.3	4.67	4.53	4.77	0.000
Overall, this was an excellent course	0.31	4.4	4.71	4.58	4.81	0.000
The grades in this course were fairly determined	0.29	4.6	4.89	4.82	4.94	0.000
Students felt comfortable asking questions	0.20	4.7	4.90	4.84	4.94	0.000
I learned to value new viewpoints	0.13	4.6	4.73	4.61	4.83	0.038
Overall, Christopher Fariss was an excellent teacher	0.12	4.7	4.82	4.73	4.88	0.014
The course requirements were clearly defined	0.08	4.6	4.68	4.52	4.78	0.258
This course advanced my understanding of the subject matter	0.07	4.6	4.67	4.52	4.78	0.406
Christopher Fariss treated students with respect	0.07	4.9	4.97	4.94	4.99	0.000
Christopher Fariss explained material clearly	0.06	4.7	4.76	4.66	4.85	0.234
Christopher Fariss seemed well prepared for class meetings	-0.02	4.8	4.78	4.66	4.86	0.546
I learned to apply principles to other problems and issues	-0.10	4.8	4.70	4.57	4.80	0.082
I increased my awareness of my own interests and talents	-0.11	4.7	4.59	4.38	4.72	0.142
I knew what was expected of me in this course	-0.12	4.6	4.48	4.21	4.66	0.248

Questions appear in descending order of the difference between my interpolated median and the university wide median.

95% CI and p-value are calculated using 1000 boot-strapped samples.

University wide medians are from the 2021 reporting year.

† IM is my interpolated median.

UM-IM is the university wide interpolated median from the 2021 reporting year.

Values in Difference column are calculated by subtracting the UM-IM score from the IM score.

Note that the questions that begin "Overall" were not asked in the Fall 2022 semester.

### A.3 Teaching Evaluations at Pennsylvania State University

I taught eight classes at Pennsylvania State University:

- *Human Rights* (undergraduate) in the Fall 2013, Spring 2014, and Spring 2015 semesters.
- *Human Rights* (graduate) in the Fall 2014 semester.
- *Measurement Theory* (graduate) in the Spring 2015 semester.
- *Research Methods* (graduate) in the Fall 2013, Fall 2014, and Fall 2015 semesters.

The table below provides descriptive statistics from course evaluations for teaching during the Fall 2013 through Fall 2015 semester, which includes interpolated medians (see definition above), means, and proportions per question item. 83.2% of the student responses were scored as 6 or greater. The figure presents the same information visually and displays the questions in descending order from the highest question mean to the lowest question mean. Overall, my students gave me high marks for knowledge and enthusiasm for the subject matter and openness during discussions. Areas in need of improvement include the organizational aspects of the courses.

#### A.3.1 Tabular Presentation of Course Evaluation Scores (PSU)

Question	Proportion for each Score							Mean	IM <sup>†</sup>	N
	1	2	3	4	5	6	7			
Overall quality of this course	0.02	0.00	0.02	0.08	0.05	0.31	0.52	6.18	6.55	61
Overall quality of the instructor	0.02	0.00	0.02	0.05	0.06	0.24	0.61	6.32	6.68	62
Skill in communicating at a level appropriate for the students	0.02	0.00	0.02	0.05	0.11	0.17	0.64	6.31	6.72	64
Interest in whether or not students understood course content	0.02	0.00	0.02	0.08	0.08	0.17	0.64	6.28	6.72	64
Adequacy of the instructor's knowledge of the subject matter	0.00	0.00	0.00	0.00	0.03	0.05	0.92	6.89	6.96	64
Preparation for class	0.02	0.00	0.09	0.08	0.17	0.20	0.44	5.75	6.19	64
Clarity of the syllabus	0.02	0.00	0.06	0.06	0.08	0.25	0.52	5.95	6.55	64
Enthusiasm about the subject matter	0.00	0.02	0.00	0.02	0.03	0.13	0.83	6.79	6.88	63
Correspondence between exams and the course	0.05	0.00	0.02	0.05	0.05	0.16	0.67	6.23	6.76	43
Skill in motivating students to do their best work	0.03	0.00	0.03	0.08	0.09	0.20	0.56	6.06	6.61	64
Fairness of the overall grading system in the course	0.03	0.00	0.03	0.02	0.05	0.26	0.61	6.26	6.68	61
Openness to discussion of other viewpoints	0.00	0.00	0.00	0.02	0.02	0.16	0.81	6.76	6.88	62
Effectiveness of the instructor's presentations	0.02	0.00	0.05	0.11	0.08	0.22	0.52	6.00	6.55	63
<b>Averages for all scores</b>	0.02	0.00	0.03	0.05	0.07	0.20	0.64	6.29	6.72	799

A score of 7 indicates the highest rating.

A score of 4 indicates an average rating.

A score of 1 indicates the lowest rating.

Number of student respondents = 64.

Response rate was  $\frac{64}{119} = 0.54$ .

Total number of student-responses = 799.

IM is the interpolated median.



### A.3.2 Graphical Presentation of Course Evaluation Scores (PSU)

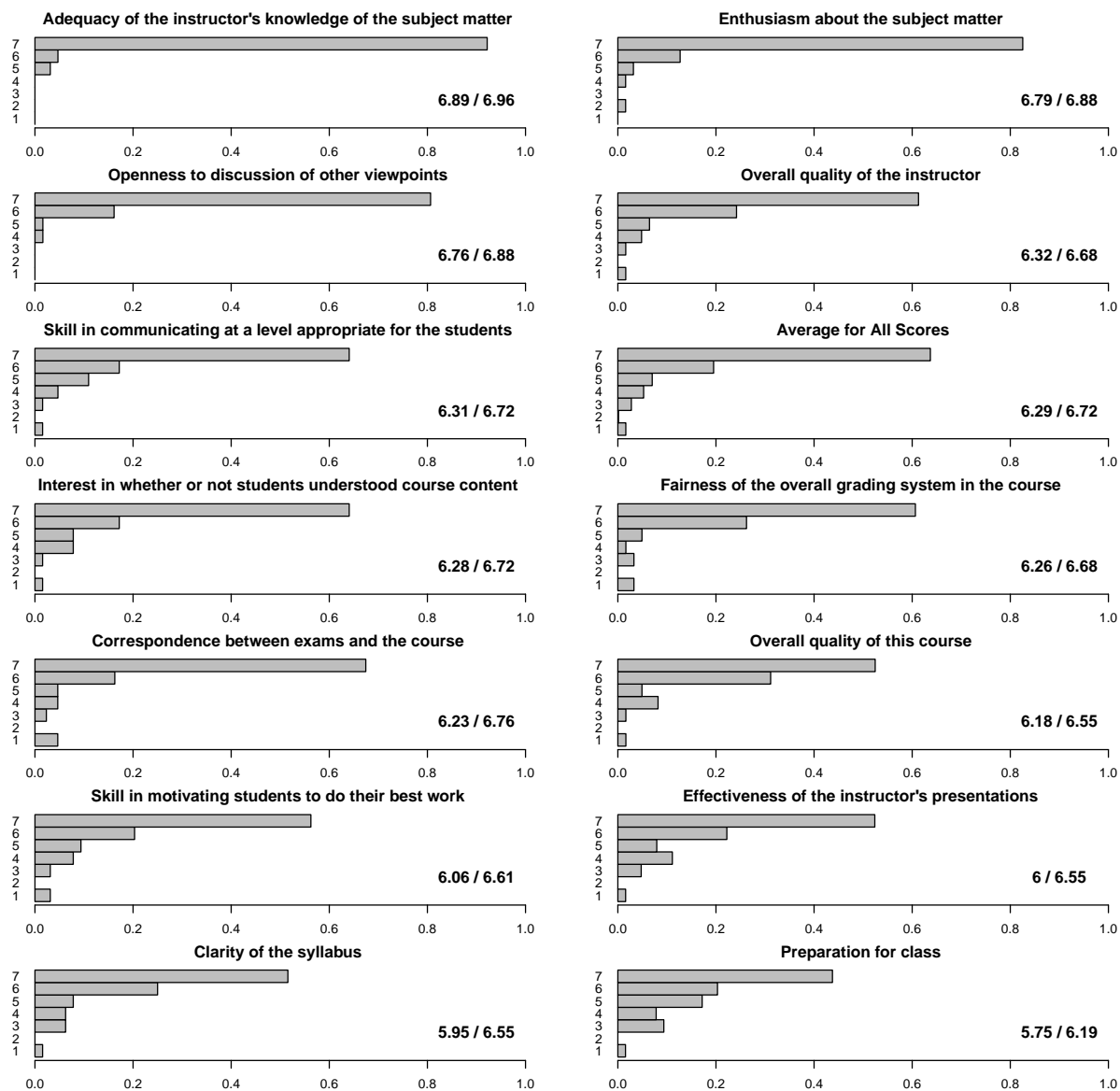


Figure 2: A score of 7 indicates the highest rating. A score of 1 indicates the lowest rating. Number of student respondents = 64. Panels are ordered by mean values. The mean values and interpolated median values are displayed in the lower right section of each panel.

## A.4 Teaching Evaluations Over Time

Interpolated median scores for all student responses per academic year. To rescale the Pennsylvania State scores to have the same range as the University of Michigan scores, which ranges from 1 to 5.<sup>2</sup> Below, I also present the proportion of the top value from the students evaluation scores for all academic years for which I taught.

### A.4.1 Tabular Presentation of Course Evaluation: Interpolated Median Scores Over Time

Institution	Academic Year	IM <sup>†</sup>	q025	q975	N
PSU	2013-2014	4.80	4.75	4.84	335
PSU	2014-2015	4.80	4.75	4.83	366
PSU	2015-2016	4.90	4.84	4.94	98
U-M	2016-2017	3.95	3.72	4.15	119
U-M	2017-2018	4.67	4.59	4.75	247
U-M	2018-2019	4.63	4.55	4.70	379
U-M	2019-2020	4.88	4.85	4.90	461
U-M	2020-2021	4.82	4.78	4.85	506
U-M	2021-2022	4.86	4.84	4.89	860
U-M	2022-2023	4.82	4.80	4.85	1289

N is the total number of student item response per academic year.  
IM is the interpolated median.  
95% CI are calculated using 1000 boot-strapped samples.

### A.4.2 Graphical Presentation of Course Evaluation: Interpolated Median Scores Over Time

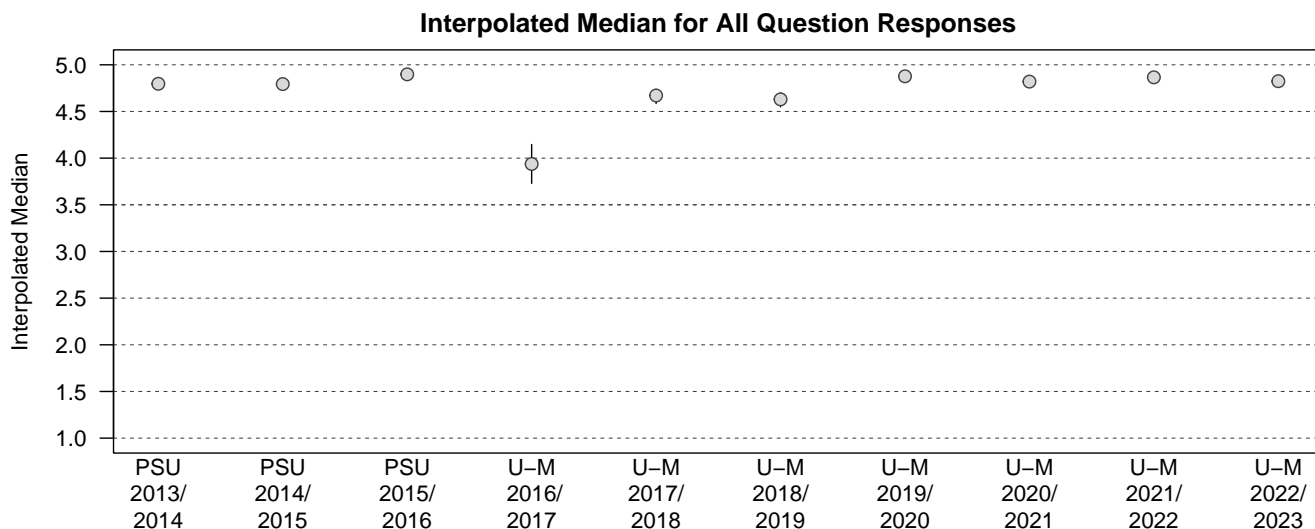


Figure 3: Interpolated median scores for all student responses within an academic year. The 95% CI are calculated using 1000 boot-strapped samples.

<sup>2</sup>I use the following min-max transformation:  $1 + 4 * \frac{x_i - \min(x)}{\max(x) - \min(x)}$ .  $x_i$  is the individual student response score. By construction of the Pennsylvania State response scale, the  $\min(x) = 1$  and the  $\max(x) = 7$ . This transformation preserves uniform distance between values by changing the distance from the original scale to  $\frac{2}{3}$ . The interpolated median assumes that the responses are uniformly distributed along values of the latent trait within the category, which makes it a useful statistic to compare across scales. As presented above, the  $IM$  is the interpolated median. It is calculated as  $IM = M - 0.5 * w + w * (N/2 - Nb) / Nm$ . Where  $N$  is the total number of responses.  $M$  is the median value.  $Nm$  is the number of responses at the median value.  $Nb$  is the number of responses less than the value of the median  $M$ . If  $Nm = 1$ , then  $IM = M$ .  $w$  is the width of the categorical bin with respect to the underlying latent trait. For the transformed scores from Pennsylvania State,  $w = \frac{2}{3}$ .

#### A.4.3 Tabular Presentation of Course Evaluation: Proportion of Highest Score Value Over Time

Institution	Academic Year	Proportion	q025	q975	N
PSU	2013-2014	0.62	0.57	0.67	335
PSU	2014-2015	0.62	0.57	0.67	366
PSU	2015-2016	0.77	0.67	0.85	98
U-M	2016-2017	0.30	0.21	0.38	119
U-M	2017-2018	0.60	0.55	0.66	247
U-M	2018-2019	0.57	0.53	0.62	379
U-M	2019-2020	0.80	0.77	0.84	461
U-M	2020-2021	0.73	0.69	0.77	506
U-M	2021-2022	0.79	0.76	0.81	860
U-M	2022-2023	0.74	0.72	0.76	1289

N is the total number of student item response per academic year.  
95% CI are calculated using 1000 boot-strapped samples.

#### A.4.4 Graphical Presentation of Course Evaluation: Proportion of Highest Score Value Over Time

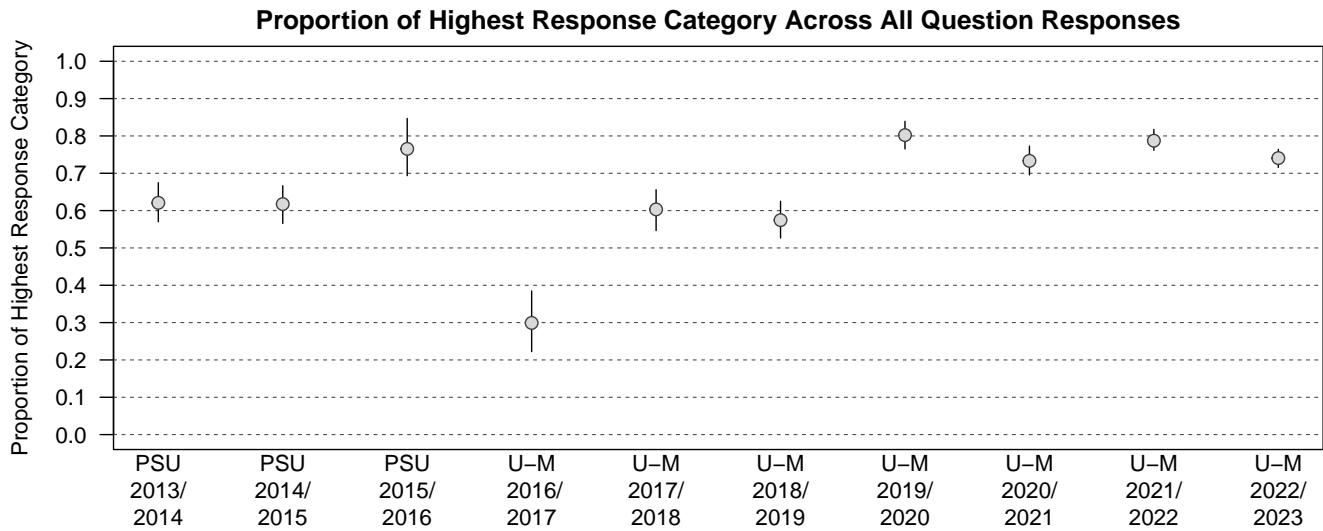


Figure 4: The 95% CI are calculated using 1000 boot-strapped samples.

The university-wide median for the University of Michigan in 2019 was 4.45. I scored below the university wide median in the 2016-2017 academic year (3.9). Here I provide additional context for this lower score.

On September 12, 2016, I experienced a sudden and sharp headache (a thunderclap headache) and immediately became extremely ill. The primary care physician at the emergency room ordered a CT scan because of the description of the rapid onset headache. The CT scan showed blood in my brain. The eventual diagnosis was a subarachnoid hemorrhage (non-aneurysmal non-traumatic SAH).<sup>3</sup>

To put my medical episode in context, please consider these descriptive statistics: An estimated 10-15% of patients die before reaching the hospital when they experience SAH. The mortality rate reaches as high as 40% within the first week and about 50% die in the first 6 months. However, I was fortunate. I was among the cases that are non-aneurysmal and non-traumatic SAH.<sup>4</sup> This means there is no identifiable cause associated with the event (about 50% of all cases have no identifiable cause; e.g., there is no aneurysm or trauma); the best explanation that the doctors could come up with was that I was severely dehydrated. Of the 50% of patients who survive all types of SAH, 50-80% have some form of long-term cognitive disability. Again, I am fortunate. My experience since this event, which is consistent my doctors' continuing diagnosis, is that I have suffered no long-term impairment.

Because of the SAH event, I did not move to Ann Arbor until January 2017, and I was not fully prepared to begin teaching. I apologize for not arriving in Ann Arbor fully prepared to teach during the Winter 2017 semester. As the data from all other academic years suggest, the student evaluation scores I received in the 2016-2017 year were an anomaly and not indicative of my teaching or organizational abilities.

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<sup>3</sup>Jan van Gijn, Richard S Kerr, Gabriel JE Rinkel. "Subarachnoid hemorrhage" *Lancet* 369(9558):306-318, January 27, 2017, [https://doi.org/10.1016/S0140-6736\(07\)60153-6](https://doi.org/10.1016/S0140-6736(07)60153-6).

<sup>4</sup>Konczalla, Juergen et al. "Non-aneurysmal non-traumatic subarachnoid hemorrhage: patient characteristics, clinical outcome and prognostic factors based on a single-center experience in 125 patients" *BMC neurology* 14 140. 1 July 2014, <https://doi.org/10.1186/1471-2377-14-140>.

## A.5 Teaching Evaluations at Essex Summer School in Social Science Data

The table below provides descriptive statistics from course evaluations for teaching during the Summer 2015 through Summer 2022.

I have taught five classes at the University of Essex Summer School in Social Science Data. The title of class has changed over the last five years. It is currently “Advanced Methods for Social Media and Textual Data.” More details about the course content are available in the course syllabi below. The table displays both proportions, means, and interpolated medians per question item. The figure presents the same information visually and displays the questions in descending order from the highest question mean to the lowest question mean. 80% of the student responses were scored as 4 or greater (e.g., Agree or Strongly Agree).

### A.5.1 Tabular Presentation of Course Evaluation Scores (Essex)

Question	Proportion for each Score					Mean	IM <sup>†</sup>	N
	SD	D	N	A	SA			
The teaching was well organized, structured, and clear	0.00	0.09	0.27	0.39	0.24	3.79	3.85	33
The lecturer was good at explaining course concepts	0.00	0.03	0.09	0.33	0.55	4.39	4.58	33
The lecturer was approachable and available to provide support and guidance	0.00	0.00	0.00	0.15	0.85	4.85	4.91	33
The aims of the course were clearly set out and content closely matched the aims	0.03	0.08	0.18	0.50	0.21	3.79	3.92	38
The lab/exercises well coordinated with lectures and added value to the course	0.00	0.03	0.18	0.42	0.29	3.74	4.09	38
I would recommend this course to a colleague	0.00	0.00	0.13	0.55	0.32	4.18	4.17	38
My overall assessment of the course is	0.00	0.00	0.23	0.55	0.23	4.00	4.00	31
Average for All Scores	0.00	0.03	0.16	0.42	0.38	4.09	4.22	244

## A.5.2 Graphical Presentation of Course Evaluation Scores (Essex)

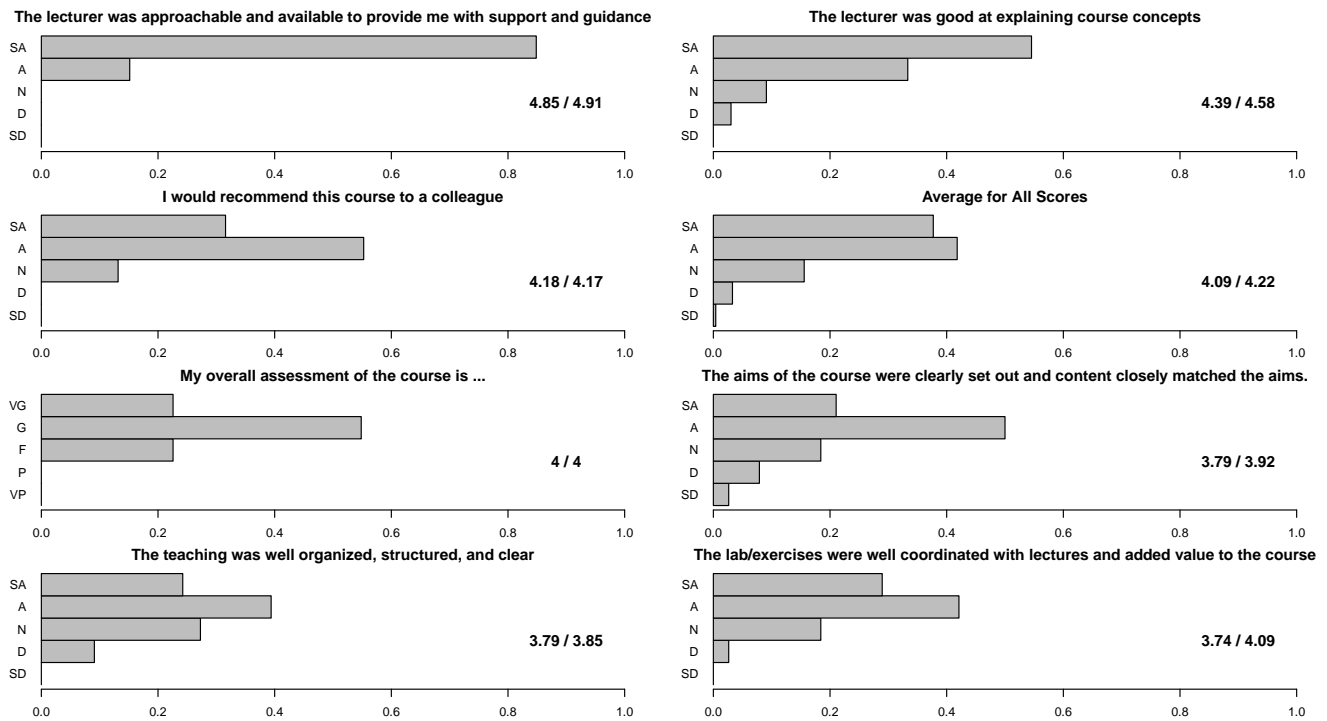


Figure 5: (5) SA = strongly agree, (4) A = agree, (3) N = neutral, (2) D = disagree, (1) SD = strongly disagree or (5) VG = very good, (4) G = good, (3) F = fair, (2) P = poor, (1) VP = very poor. Number of student respondents = 38. Panels are ordered by mean values. The mean values and interpolated median values are displayed in the lower right section of each panel.

## A.6 Teaching Evaluations at University of Uppsala

In May 2017, I taught a 10-day course on research design for graduate students in the PhD program in the Peace and Conflict Department at the University of Uppsala, in Uppsala Sweden. The class was designed to provide graduate students with an introduction to the scientific method and an overview of how to apply it to the study of politics. Students learned the fundamentals of the scientific method and, through research design, how to improve both causal inference and the measurement of political phenomena in their own research. After completion of the course, the students were asked about the following learning goals:

- Have attained familiarity with the fundamentals of scientific methods in general and in peace and conflict research specifically
- Know how to improve both causal inference and the measurement of political phenomena through qualitative and quantitative research designs
- Be able to critically assess scientific studies from a research design perspective

Ten students took my course. 5 provided feedback:

In your own estimate, to what extent do you feel you have achieved these learning outcomes?

**Low degree (0); Some degree (1); High degree (4)**

How would you describe the workload for this course module?

**Too low (1); Just right (4); Too high (0)**

What did you think was the standard of the seminars during this course?

**Low (0); Fair (0); High (5)**

The literature in the course were relevant for the learning objectives?

**Strongly disagree (0); Disagree (0); Agree (2); Strongly agree (3)**

## B Appendix: Links to Course Syllabi and GitHub Course Materials

### B.1 Data Science (Undergraduate)

PS 498: Data Science for International Studies, Dept. of Political Science, University of Michigan

- GitHub Course Page: <https://github.com/CJFariss/Data-Science-International-Studies>
- GitHub Program Challenges: <https://github.com/CJFariss/R-Program-Challenges>
- [Winter 2022 Syllabus](#)
- [Winter 2021 Syllabus](#)
- [Winter 2020 Syllabus](#)

### B.2 Data Science (Graduate)

Advanced Computational Methods for Social Media and Textual Data, The 53rd Essex Summer School in Social Science Data Analysis

- [Summer 2021 Syllabus](#)
- [Summer 2020 Syllabus](#)

Advanced Methods for Social Media and Textual Data, The 51st and 52nd Essex Summer School in Social Science Data Analysis

- GitHub Course Page:  
<https://github.com/CJFariss/Advanced-Computational-Methods-for-Social-Media-and-Text-Data>
- GitHub Program Challenges: <https://github.com/CJFariss/R-Program-Challenges>
- [Summer 2019 Syllabus](#)
- [Summer 2018 Syllabus](#)

Exploration and Analysis of Social Media Data, The 49th, and 50th, Essex Summer School in Social Science Data Analysis

- [Summer 2017 Syllabus](#)
- [Summer 2016 Syllabus](#)

Analyzing Big Data, The 48th Essex Summer School in Social Science Data Analysis

- [Summer 2015 Syllabus](#)



### **B.3 Human Rights (Undergraduate)**

PS 498: The Politics of Human Rights, Dept. of Political Science, University of Michigan

- [Winter 2022 Syllabus](#)
- [Fall 2021 Syllabus](#)
- [Winter 2021 Syllabus](#)
- [Winter 2020 Syllabus](#)
- [Winter 2019 Syllabus](#)
- [Winter 2018 Syllabus](#)
- [Winter 2017 Syllabus](#)

PLS 451/497: Human Rights, Dept. of Political Science, Pennsylvania State University

- [Spring 2015 Syllabus](#)
- [Spring 2014 Syllabus](#)
- [Fall 2013 Syllabus](#)

### **B.4 Human Rights (Graduate)**

PS 688: Human Rights, Dept. of Political Science, University of Michigan

- [Winter 2019 Syllabus](#)
- [Winter 2018 Syllabus](#)

PLS 597: The Politics of Human Rights, Dept. of Political Science, Pennsylvania State University

- [Fall 2015 Syllabus](#)

### **B.5 Measurement (Graduate)**

PS 688: Measurement, Dept. of Political Science, University of Michigan

- GitHub Course Page: <https://github.com/CJFariss/Measurement-Theory>
- [Winter 2017 Syllabus](#)

PLS 597: Measurement, Dept. of Political Science, Pennsylvania State University

- GitHub Course Page: <https://github.com/CJFariss/Measurement-Theory>
- [Spring 2015 Syllabus](#)

## B.6 Research Design (Graduate)

Designing Validity for Studies of Political Violence, Human Rights, and Conflict (Research Design), Department of Peace and Conflict Research, Uppsala University

- [Summer 2017 Syllabus](#)

PLS 501: Methods of Political Analysis (Research Design), Dept. of Political Science, Pennsylvania State University

- [Fall 2015 Syllabus](#)
- [Fall 2014 Syllabus](#)
- [Fall 2013 Syllabus](#)

## C Appendix: Teaching Awards and Nominations

### C.1 Tronstein Award Announcement, Department of Political Science, University of Michigan (2023)

The Undergraduate Affairs Committee is pleased to announce the winner of the Department's Tronstein Award, a recognition of innovative and outstanding teaching of undergraduate students in the University of Michigan Department of Political Science, and the department's highest teaching honor.

The Undergraduate Affairs Committee—Mariah Zeisberg, Kenneth Lowande, and David Temin – had the absolute pleasure of considering the nominations of 17 of our incredible colleagues. Students praised these faculty members for opening new horizons of insight; for accommodating them during difficult life events; for helping them develop new skills, ask new questions, develop new curiosities and fascinations. The work we are doing with our undergraduates is supporting connected, enthusiastic, and skillful engagement by our students in the world.

In the end there was a clear winner, a colleague who received five separate nominations, nominations that sang with praise which was then echoed in abundant, consistently outstanding teaching evaluations. This colleague pulls off a difficult balance between teaching skills and engaging students with course content, and students praised him for his commitment “to giving his students the best possible education possible in a way that extends beyond the classroom,” “broadening” student visions “of what political science and my own abilities could do within the greater global sphere of helping others,” and for “consistently going above and beyond to ensure that his students are able to use the lessons we learned beyond the classroom in a way that benefits those beyond us.”

In the words of one student, “[p]rior to this course, I had always been intimidated to take a course that had coding because as someone with no coding background, it seemed intimidating. So, coming into this course, I wasn't sure what to expect. The instruction in this course completely eliminated any of my concerns. [He] was always so helpful and recognized the learning curve with coding and always provided opportunities for individuals who already had knowledge of coding to have challenging work, while also ensuring beginners did not feel overwhelmed.”

And another wrote: “I never thought of myself as much of a computer person, and definitely not a coder. This class has changed my view on my abilities and encouraged me to explore other classes in coding and statistics.”

Students also spoke to how this colleague uses examples to really illustrate what is at stake in working with data. They expressed that he helped them understand how the data skills they were learning applied to a variety of topics, including and transcending human rights.

Many students named him “one of, if not the, best professors I have had at Michigan.” Others emphasized that he is “the kindest and most understanding and accommodating professor” who “goes above and beyond for all of his students and treats everyone as individuals.”

Please join us in congratulating Christopher Fariss, this year's Tronstein Award Winner! Bravo Chris!!

## C.2 Golden Apple Award Nomination 2021

4/21/2021

Gmail - Golden Apple Award Nomination



Christopher Fariss <cjf0006@gmail.com>

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### Golden Apple Award Nomination

1 message

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**Sam Weber** <webersam@umich.edu>  
To: Christopher Fariss <cjfariss@umich.edu>

Wed, Apr 21, 2021 at 7:55 PM

Hello!

My name is Samantha Weber and I am reaching out to you on behalf of the 2021 Golden Apple Committee. I wanted to congratulate you because you received a nomination for the 2021 Golden Apple Award! This award is the only campus-wide award for faculty that is organized and decided upon by **students**, recognizing exceptional faculty on our campus. I wanted to share with you comments that were left for you by students that chose to nominate you!

- "Professor Fariss demonstrated flexibility, grace, and leadership to students, both current and former, leading up to and during the pandemic. Whether it was revising the syllabus and offering additional office hours just to chat and discuss our individual situation, he really showed significant effort and sacrifice to any student. All that being said, he didn't let learning just slip, he challenged us in coursework/research and made sure our educational experience was adapted to online learning."
- "Professor Fariss is everything an educator should be. Being a student of his has been nothing short of a blessing. Professor Fariss goes to great lengths to make himself available outside of class and is always patient with his students. His lectures are fun and he assigns interesting readings. Lastly, the way he grades isn't punitive. Instead, it rewards hard work and improvement. If anyone deserves this recognition, it's Professor Fariss."
- "Professor Fariss is a wonderful professor to have during COVID-19. He made all his deadlines more of a suggestion rather than strict deadlines, which allowed me to really focus on the material when doing papers rather than feel like I'm rushing against the clock. His class is also a hybrid of sync and async, which is helpful in creating flexibility."
- "Professor Fariss is super accommodating and helpful. He's very reachable, friendly, and quick to respond to any inquiries."

This year, the committee chose to honor Prof. Pinderjeet Gill of the Asian Languages and Cultures department as our annual award recipient. However, due to the spread of COVID-19, the committee has pushed back our annual award ceremony, traditionally in April, to the fall 2021 semester. We hope that you will be able to join us when the time comes to honor Prof. Gill and the work that she has done for students on our campus.

Finally, if you are currently teaching this semester, thank you for working hard to adjust and adapt to the unfortunate circumstances brought on by COVID-19 regarding your teaching practice. Students recognize the effort it takes to make these changes, and appreciate the care.

Thank you for helping make this university great,

Samantha Weber

<https://mail.google.com/mail/u/0?ik=c0a99c0999&view=pt&search=all&permthid=thread-f%3A1697696278623522479&simpl=msg-f%3A1697696278623522479>

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## C.3 Golden Apple Award Nomination 2020

4/21/2021

Gmail - Golden Apple Award Nomination



Christopher Fariss <cjf0006@gmail.com>

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### Golden Apple Award Nomination

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**Greta Leader** <gleader@umich.edu>  
To: Christopher Fariss <cjfariss@umich.edu>

Tue, Mar 31, 2020 at 1:51 PM

Hi!

My name is Greta Leader and I am reaching out to you on behalf of the 2020 Golden Apple Committee. I wanted to congratulate you because you received a nomination for the 2020 Golden Apple Award! This award is the only campus-wide award for faculty that is organized and decided upon by **students**, recognizing exceptional faculty on our campus.

This year, the committee chose to honor Prof. Garcia-Amaya of the Romance Languages and Literatures department as our annual award recipient. However, due to the spread of COVID-19, the committee has pushed back our annual award ceremony, traditionally in April, to October 5th. We hope that you will be able to join us when the time comes to honor Prof. Garcia-Amaya and the work that he has done for students on our campus.

Finally, if you are currently teaching this semester, thank you for working hard to adjust and adapt to the unfortunate circumstances brought on by COVID-19 regarding your teaching practice. Students recognize the effort it takes to make these changes so rapidly, and appreciate the care.

Thank you for helping make this university great.

Best,  
Greta Leader

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#### **Greta Leader**

University of Michigan Class of 2021

College of Literature, Science, and the Arts // School of Education

BA History // Secondary Teacher Certification

Secretary // Rhythm Tap Ensemble

[gleader@umich.edu](mailto:gleader@umich.edu) // 7083411326

<https://mail.google.com/mail/u/0?ik=c0a99c0999&view=pt&search=all&permmsgid=msg-f%3A1662702978709739477&simpl=msg-f%3A1662702978709739477>

1/1