

# Teaching Dossier

MARTIN ALEXANDER ANDRESEN

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## I. BIOGRAPHICAL INFORMATION:

### Contact Information

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### Educational Background

2006 Doctor of Philosophy (Geography), University of British Columbia  
2001 Master of Arts (Economics), Simon Fraser University  
2000 Bachelor of Arts (Economics), Simon Fraser University  
2007 Certificate in Web-Based Instruction, Simon Fraser University  
1999 Certificate of Liberal Arts, Simon Fraser University

Dr. Martin A. Andresen is a Professor in the School of Criminology and Director of the Institute for Canadian Urban Research Studies, Simon Fraser University. He is also: Associate Member in the Department of Geography, Simon Fraser University; Affiliated Scholar in the Center for Evidence-Based Crime Policy, George Mason University; Member of the Crime and Place Working Group in the Center for Evidence-Based Crime Policy, George Mason University; and Member of the Space, Place, and Crime Working Group, European Society of Criminology. He is an Associate Editor for *Journal of Quantitative Criminology* and an editorial board member for: *Journal of Quantitative Criminology*; *Journal of Criminal Justice*; *Canadian Journal of Criminology and Criminal Justice*; *International Criminal Justice Review*; *Criminology*, *Criminal Justice*, *Law & Society*; and *Methodological Innovations*.

Dr. Andresen obtained his PhD from the University of British Columbia (Geography) and his BA and MA from Simon Fraser University (Economics). His research areas are in spatial crime analysis, crime and place, geography of crime, environmental criminology, and applied spatial statistics and geographical information analysis. Within these research areas he has published 3 edited volumes, 2 books, and more than 100 refereed journal articles and contributions to edited volumes. He has been awarded the *Canadian Geographer* New Scholar Award, the Dean's Medal for Academic Excellence (Faculty of Arts and Social Sciences, Simon Fraser University), the Julian M. Szeicz Award for Early Career Achievement (Canadian Association of Geographers), the Award for Excellence in Graduate Supervision (Dean of Graduate Studies, Simon Fraser University), the Fellows Award (Western Society of Criminology), and the Award for Excellence in Leadership (Dean of Graduate Studies, Simon Fraser University).

## II. APPROACH TO TEACHING:

### **1. Statement of Teaching Philosophy**

Though I didn't know it at the time, my teaching philosophy began to form when I took a leave from my education. Only in my music courses did I experience a creative learning environment and passionate teachers. A lack of this experience in other courses impelled me to leave high school without any plans of furthering my education. Five years later, I returned to school knowing the importance of an education and learning, in general, to carrying one forward in life. Fortunately at this stage of my education I encountered a mathematics teacher, among others, at a community college using teaching styles and techniques conducive to a learning environment that I carry with me today. If it were not for these teaching styles and techniques, I may not have furthered my education. As a consequence, I am intimately aware to the importance of effective teaching to disseminate knowledge and maintain interest among students. To do so, there are three primary aspects of this teaching environment that I believe to be critical.

First, the student-teacher relationship must be established. This relationship is based on mutual respect and the recognition of boundaries. Without an environment in which the student feels their role in the classroom is important, that student will not play an active role in the learning process. Similarly, the students must have respect for the teacher if they are to engage in the learning process. It is the responsibility of the teacher to establish this two-way relationship through acknowledgement of the students and creating a space for learning.

Second, the classroom environment itself needs to be appropriate for the teaching technique. Whether it is a lecture, a discussion group, or a computer lab, the students' attention needs to be focused in the appropriate direction. Lecture halls are not conducive to discussions and a seminar room is not appropriate for a lecture. In short, the learners need to be in a position to listen or to participate. If the space of learning is not optimal, the teacher may have to adapt the teaching technique to the space provided. Also, given that different learners have different learning styles, modifying the classroom environment to match different teaching perspectives may be necessary to maximise the learning experience.

And third, the teacher needs to create an intellectually engaging environment, where material is not only taught, but questioned by those present. Abstract theory must be tied to the real world, a description of events must be related to the historical context, and political action placed within philosophy. An environment of critical thinking that has students confront, evaluate, assimilate, and synthesize new information in order to apply that information critically, practically, and effectively for decision-making and problem-solving develops the students' experience to be much more than the memorization of facts and figures that will be forgotten or superseded in today's ever-changing world. This type of environment will bring students into the learning process, rather than keeping them on the sidelines of knowledge.

My overall goal is to re-create the positive aspects of my return to the classroom that were so important to me, in order to develop students that not only recite memorized facts and figures, but have an understanding of the material taught and the process in which they came to learn that knowledge. Ultimately, through time, the environment I create with the students in the classroom will evolve as I learn from their experience.

## **2. Commitment to Teaching**

My courses are kept up to date with the inclusion of recent readings, evaluating new textbooks, and annual revision of lecture slides and other teaching aides.

I conduct evaluations of my courses not only for the students' opinions of my ability as a teacher, but also for their comments on the materials taught in the course.

Though I keep regularly scheduled office hours, I also maintain accessibility to students outside of those times.

I am actively involved in curriculum committees at the department level. Currently, I serve on the research methods working group in the School of Criminology at Simon Fraser University. I also serve on the graduate programme committee and used to serve on the undergraduate curriculum committee in the School of Criminology at Simon Fraser University.

Previously, at other institutions, I have served on committees to: support undergraduate curriculum, support computer labs, develop course/lab manuals, develop course modules, and develop alternative plans for the administration of quantitative research methods courses.

### **III. TEACHING ACTIVITIES:**

#### **1. Teaching Responsibilities**

##### **a) Courses Currently Taught**

#### **Simon Fraser University:**

*Criminology 863: Research Methods IV: Advanced Quantitative Methods; Typical Enrolment: 10*

A required course for criminology PhD graduate students. One 2-hour lecture/seminar per week, plus lab.

Calendar description: A survey of advanced statistical techniques in criminological research. Specific topics may include: limited (e.g., categorical, ordinal, and count) dependent variables, multi-level modeling, longitudinal data techniques, spatial data analysis, missing values analysis, and propensity score matching. Attention will be given to the decisions involved in data exploration and preparation for statistical modeling purposes using the appropriate statistical software. There is an emphasis on conceptual foundations and application. A strong background in regression-based techniques is assumed. Prerequisite: CRIM 861, or permission of the instructor.

*Criminology 861: Research Methods II: Quantitative Methods; Typical Enrolment: 15*

A required course for criminology MA students. One 2-hour lecture/seminar per week, plus lab.

Calendar description: The coverage of a range of statistical techniques, including linear regression, logistic regression, and data reduction techniques such as cluster and factor analysis. The purposes, assumptions, and conduct of such analyses using a statistical software package for social sciences (e.g. SPSS, Stata, R) will be covered. Attention will be given to the decisions involved in data exploration and preparation for statistical modeling purposes. Students enrolling in this course are expected to have a solid background in undergraduate quantitative research methods, equivalent to CRIM 320.

*Criminology 810: Spatial-Temporal Criminology; Typical Enrolment: 10*

An elective course for criminology graduate students. One 3-hour lecture/seminar per week.

Calendar description: An examination of research on crime that considers spatial and temporal dimensions. Subject matter will vary according to instructor interests and specialization. Specific areas of concentration may include: environmental criminology, communities and crime, neighbourhoods and crime, ecology of crime, and crime prevention.

*Criminology 352: Environmental Criminology, Theory and Practice; Typical Enrolment: 25*

An elective course for criminology majors. One 3-hour lecture/seminar per week.

Calendar description: Explores the history of the field of environmental criminology and critically examines the theoretical approaches within the field. Special emphasis is placed upon the relationship between crime, fear and the environment, the criminality of place and the decision processes involved in criminal events.

*Criminology 320: Quantitative Research Methods in Criminology; Typical Enrolment: 125-150*

A required course for criminology majors. One 2-hour lecture per week, plus labs.

Calendar description: A detailed examination of the quantitative research methods and techniques most frequently used in criminological research. Advantages and shortcomings of each method and the appropriateness of each technique for criminological research. Problems of pure and applied research. Specific issues of interdisciplinary research. Critical evaluation of the quantitative methods used in certain major criminological studies.

*b) Courses Previously Taught*

**Simon Fraser University:**

*Criminology 465: Crime, Economics, and the Economy; Typical Enrolment: 25*

An elective course for criminology majors. One 3-hour lecture/seminar per week.

Calendar description: Considers the study of crime from an economic perspective and the relationship between crime and the economy. Theoretical frameworks and empirical examples from both economic and criminology will be discussed.

*Criminology 450: Techniques of Crime Prevention II; Typical Enrolment: 25*

An elective course for criminology majors. One 5-hour lecture/seminar per week.

Calendar description: Introduction to the modern techniques of crime prevention. Emphasis will be on crime prevention and reduction in fear of crime. Crime prevention through social change. Crime prevention through environmental design. Crime prevention through physical planning and architectural design. The concept of “defensible space.” Obstructing and reducing the opportunities for the commission of crimes. Evaluating crime prevention programs.

*Geography 221: Economic Geography; Typical Enrolment: 36 - 54*

A required course for geography majors. One 2-hour lecture per week, plus tutorials.

Calendar description: The basic concepts of economic geography, involving consideration of the spatial organization and development of economic and resource based systems.

*Geography 100: Society, Space, Environment – Introducing Human Geography; Typical Enrolment: 150 - 225*

A required course for geography majors. One 2-hour and one 1-hour lecture per week.

Calendar description: A survey of how humans shape their world, considered from spatial and environmental perspectives. Themes include population, culture, resources, livelihood, cities.

### **Malaspina University-College:**

*Geography 324: Research Methods in Geography; Typical Enrolment: 34*

A required course for geography majors. Two 1.5-hour lectures per week.

Calendar description: Reviews the nature and history of geographic thought; presents methodologies; examines the quantitative and qualitative approaches to research; reviews the application of descriptive statistics and assesses the utility of employing selected statistical applications to geographic data; examines varied formats for presenting research findings.

*Geography 240: Economic Geography; Typical Enrolment: 34*

A required course for geography majors. Two 1.5-hour lectures per week.

Calendar description: A study of the organization and interaction of economic activities and how they influence the appearance of the landscape. Topics include population dynamics; locational characteristics of primary, secondary, tertiary and quaternary activities; urban location; transportation; decision-making processes and economic development.

*Geography 221: Statistical Methods in Geography; Typical Enrolment: 34*

A required course for geography majors and minors. Two 1-hour lectures and one 2-hour lab per week.

Calendar description: An introduction to statistical methods used in geographic research. Topics include descriptive statistics, probability distributions, sampling, correlation and regression. Computer-based statistical and spreadsheet programs are introduced. Application of statistical methods in geographic research are emphasized.

*Geography 112: Earth Environments; Typical Enrolment: 54*

A required course for geography majors and minors. Two 1-hour lectures and one 2-hour lab per week.

Calendar description: An introduction to physical processes that govern landform-soil systems. Topics include plate tectonics, rock cycles, landforms developed from such erosional and depositional agents as water, ice, wind, and groundwater. Lab exercises cover methods of measuring, analyzing, and presenting Earth surface processes.

**University of British Columbia:**

*Geography 361 – Introduction to Economic Geography; Typical Enrolment: 55*

An elective course for (human) geography majors. Two 1.5 hour lectures per week.

Calendar description: The course provides an introduction to economic geographical processes found both on the ground and in the abstract as various kinds of models and theories. The bulk of the course is concerned with analysing the three main general sectors of the economy (resource industries, manufacturing, and the service sector) from an economic geographical perspective with an emphasis on British Columbia in its North American and world setting.

Detailed course outlines are available upon request.



c) Guest Lectures

School of Criminology, Simon Fraser University. September 2018. Developed and gave a lecture on mapping and analyzing police data. Course and instructor: Criminology 251 – Introduction to Policing, T. Hodgkinson.

School of Criminology, Simon Fraser University. December 2015. Developed and gave a lecture on social disorganization theory and its current applicability in Vancouver, British Columbia. Course and instructor: Criminology 104 – Sociological Explanations of Criminal and Deviant Behavior, T. Hodgkinson.

School of Criminology, Simon Fraser University. February 2009. Developed and gave a seminar on cost-benefit analysis with an application to Vancouver's supervised injection facility, Insite. Course and instructor: Criminology 820 – Criminal Justice Policy Analysis I, M. Jackson.

Department of Geography, University of British Columbia. March 2008. Developed and gave a lecture on the use of spatial sampling when collecting survey data. Course and instructor: Geography 371 – Research Strategies in Human Geography, C. Harker.

Department of Geography, University of British Columbia. October 2006. Developed and gave a lecture on the use of GIS and crime analysis. Course and instructor: Geography 270 – Introduction to Geographic Information Systems, B. Klinkenberg.

Department of Geography, University of British Columbia. November 2004. Developed and gave a lecture on the use of ambient population estimates, geographical information systems, and crime rates. Course and instructor: Geography 370 – Introduction to Geographic Information Systems, S. Hermansen.

Department of Geography, University of British Columbia. September 2004. Developed and gave a lecture on the use of ambient population estimates, geographical information systems, and crime rates. Course and instructor: Geography 470 – Advanced Geographic Information Systems, B. Klinkenberg.

Department of Geography, University of British Columbia. March 2004. Developed and gave a lecture on point pattern analysis. Course and instructor: Geography 370 – Introduction to Geographic Information Systems, M. Buzzelli.

Faculty of Commerce and Business Administration, University of British Columbia. February 2003. Developed and gave a lecture on geographical information systems with an application to real estate. Course and instructor: Commerce 408 – Real Estate Development, T. Somerville.

#### d) Teaching Assistant Positions

Department of Geography, University of British Columbia. January 2003 - December 2004. Taught the laboratory portion of Advanced Geographic Information Systems (Fall 2004), Introduction to Geographic Information Systems (Spring 2003, Summer 2003, Fall 2003, Spring 2004), and Spatial Data Analysis (Spring 2004) courses. Responsibilities included assisting course professors in laboratory assignment revisions, student assistance, and student evaluation.

Department of Economics, University of British Columbia. September 2001 - April 2002. Taught the laboratory portion of the Introductory Macroeconomic Theory (Spring 2002) and Intermediate Microeconomic Theory (Fall 2001) courses. Responsibilities included developing and giving laboratory lectures, student assistance, and student evaluation.

Department of Economics, Simon Fraser University. September 1999 - August 2001. Taught laboratory and discussion group portions of Intermediate Macroeconomic Theory (Summer 2001), International Trade (Fall 2000), Introduction to Marxian Economics (Fall 2000, Fall 1999), and Comparative Economic Systems (Spring 2000) courses. Responsibilities included developing and giving laboratory lectures, directing discussion groups, student assistance, and student evaluation.

## **2. Program and Course (Re)Development**

#### a) Program Development

Beginning in the summer of 2014, I began the process of redeveloping the graduate program in the School of Criminology, Simon Fraser University. This process began with my receiving a SCORE Grant from the Dean of Graduate Studies to investigate the nature of various criminology and criminal justice programs around the world. With this information, and consultations with faculty and our Graduate Programs Committee, the MA and PhD programs were changed to reflect the current nature of the field. These program changes involved the admission requirements, modifying core courses in theory and research methods, modifying existing elective courses, and the development of new elective courses. These changes became effective in the Fall 2016 SFU Calendar. I also implemented an accelerated MA proposal to allow our top BA students to get expedited acceptance into our MA program that became effective in the Summer 2017 SFU Calendar.

#### b) Course Revisions

All of my courses are under constant revision based on student feedback in the classroom (implicit and explicit), end of term student evaluations, new teaching materials (textbooks and workbooks), and new research/data.

### c) Course Development

All of the courses I teach, whether they are pre-existing or not, are developed based on university calendar descriptions, discussions with colleagues, and a survey of a number of departments in Canada, the United States, and the world of similar courses. I use this information to obtain objectives, textbooks, and other resource materials, but generate all of my teaching materials from scratch. This allows me to take “ownership” of the materials such that I know why, where, and how all aspects of the courses are present and fit together. Course development in this manner allows me to easily adjust the materials and direct students to further materials because I know the materials intimately.

The following *new* courses have been developed in the School of Criminology, Simon Fraser University:

*Criminology 465: Crime, Economics, and the Economy; Typical Enrolment: 25*

This course was developed over the summer of 2007. The course development was based on consultations with faculty members in both Criminology and Economics at Simon Fraser University, as well as a survey of a number of departments in Canada, the United States, and the world of similar courses. Because of the quantitative nature of parts of this course, I made consultations with faculty who teach quantitative courses within Criminology in order to reveal potential difficulties and resolutions for students.

A detailed course outline is available upon request.

### **3. Supervising and Advising Students**

#### Graduate Supervision, PhD

Olivia Ha (Criminology), in progress. Senior Supervisor.

Melissa Gregg (Criminology), in progress. Senior Supervisor.

Alina Ristea (Geoinformatics, University of Salzburg), in progress. Supervisor.

Goksel Demir (Criminology), in progress. Supervisor.

Kylie Reale (Criminology), in progress. Supervisor.

Mitch MacDonald (Criminology), in progress. Supervisor.

Carlos Ponce (Criminology), in progress. Supervisor.

Cristina Pastia (Criminology), in progress. Supervisor.

Mehdi Aminipouri (Geography), in progress. Supervisor.

Jordana Gallison (Criminology), completed September 2017. Senior Supervisor.

Kathryn Wuschke (Criminology), completed April 2016. Senior Supervisor.

Ehsan Jozaghi (Criminology), completed April 2015. Senior Supervisor.

Rebecca Carleton (Criminology), completed June 2014. Senior Supervisor.

Richard Frank (Criminology), completed August 2013. Senior Supervisor.

Débora V.S. Pereira (Criminology), September 2014 - August 2015, Visiting PhD Student Supervisor. Home university: Federal University of Pernambuco, Brazil

Silas Nogueira de Melo (Criminology), July 2014 - July 2015, Visiting PhD Student Supervisor. Home university: University of Campinas, Brazil

Ashley Hewitt (Criminology), completed August 2017. Supervisor.

Adam Vaughan (Criminology), completed August 2017. Supervisor.

Andrew Reid (Criminology), completed July 2017. Supervisor.

Débora V.S. Pereira (Production Engineering, Federal University of Pernambuco, Brazil), completed August 2016. Supervisor.

Marie Ouellet (Criminology), completed August 2016. Supervisor.

Evan McCuish (Criminology), completed August 2016. Supervisor.

Bryce Westlake (Criminology), completed August 2015. Supervisor.

Joanna Amirault (Criminology), completed August 2014. Supervisor.

Samantha Balemba (Criminology), completed August 2014. Supervisor.

Rebecca Nash (Criminology), completed August 2013. Supervisor.

Andrea Curman (Criminology), completed June 2012. Supervisor.

Petra Jonas Vidovic (Criminology), completed May 2012. Supervisor.

Valerie Spicer (Criminology), completed April 2012. Supervisor.

Klaus Edenhoffer (Geography), completed March 2012. Supervisor.

Prestige Makanga (Geography, SFU) completed August 2016. Internal examiner.

Cristina Temenos (Geography, SFU) completed December 2014. Internal examiner.

Britta Ricker (Geography, SFU), completed August 2014. Internal examiner.

Bo Chen (Economics, SFU), completed October 2008. Internal examiner.

Benjamin Louis Goldy (Psychology, University of Huddersfield), completed February 2019. External examiner.

Anthony Piscitelli (Geography, Wilfrid Laurier University), completed December 2018. External examiner.

Faisal Umar (Geography, University College London), completed January 2017. External examiner.

Marie Trotta (Geography, University of Liège), completed October 2014. External examiner.

#### Graduate Supervision, MA

Sarah Trotman (Criminology), in progress. Senior Supervisor.

Cory Eybergen (Criminology), in progress. Senior Supervisor.

Jen-Li Shen (Criminology), in progress. Senior Supervisor.

Jordan Wong (Criminology), in progress. Senior Supervisor.

Allison Campbell (Criminology), completed April 2019. Senior Supervisor.

Patrick Johnson (Criminology), completed December 2018. Senior Supervisor.

Monica Ly (Criminology), completed January 2018. Senior Supervisor.

Elliott Mann (Criminology), completed August 2017. Senior Supervisor.

Daniel Reinhard (Criminology), completed July 2017. Senior Supervisor.

Heather Brand (Criminology), completed July 2017. Senior Supervisor.

Nicole Melenka (Criminology), completed April 2016. Senior Supervisor.

Olivia Ha (Criminology), completed December 2015. Senior Supervisor.

Shannon Linning (Criminology), completed April 2015. Senior Supervisor.

Neena Tiwana (Criminology), completed August 2014. Senior Supervisor.

Nicole Wereschuk (Criminology), completed July 2014. Senior Supervisor.

Stephanie Kaiser (Criminology), completed December 2013. Senior Supervisor.

Elise LaRue (Criminology), completed April 2013. Senior Supervisor.

Jordana Gallison (Criminology), completed May 2012. Senior Supervisor.

Ehsan Jozaghi (Criminology), completed April 2012. Senior Supervisor.

Andrew Reid (Criminology), completed April 2011. Senior Supervisor.

Sonja Edwards (Criminology), completed January 2019. Supervisor.

Lillian Lin (Statistics), completed August 2018. Supervisor.

Taylor Marsh (Criminology), completed August 2018. Supervisor.

Jessica Woodley (Criminology), completed April 2018. Supervisor.

Katherine Ensslen (Criminology), completed September 2017. Supervisor.

Ian Lochhead (Geography), completed August 2017. Supervisor.

Christine Neudecker (Criminology), completed August 2017. Supervisor.

Kylie Reale (Criminology), completed March 2017. Supervisor.

Jessica Hinz (Criminology), completed August 2016. Supervisor.

Nicholas Bordignon (Criminology), completed August 2016. Supervisor.

Denise Sami (Criminology), completed April 2016. Supervisor.

Katherine Brine (Criminology), completed December 2015. Supervisor.

Karin Mjanes (Criminology), completed October 2015. Supervisor.

Cristina Pastia (Criminology), completed August 2015. Supervisor.

Alexandre Juneau (Criminology), completed November 2013. Supervisor.

Tania Arvanitidis (Criminology), completed August 2013. Supervisor.

Morena Anamali (Criminology), completed April 2013. Supervisor.

Courtney Laurence (Criminology), completed June 2010. Supervisor.

Omi Hodwitz (Criminology), completed March 2009. Supervisor.

Ryan Midgley (Geography), completed November 2010. External Examiner.

Anna Stenton (Criminology), completed May 2009. External Examiner.

Kathryn Wuschke (Geography), completed December 2007. External Examiner.

#### Undergraduate Supervision, Honours

Jen-Li Shen (Criminology), completed April 2016. Supervisor.

Jordan Wong (Criminology), completed April 2016. Supervisor.

Aamir Chherawala (Criminology), completed April 2014. Supervisor.

Shannon Linning (Criminology), completed April 2012. Supervisor.

Cory Correia (Criminology), completed April 2011. Supervisor.

Kevin Lau (Criminology), completed April 2011. Supervisor.

William Tong (Criminology), completed April 2011. Supervisor.

Darlene Lau (Criminology), completed April 2010. Co-Supervisor.

#### Undergraduate Supervision, Practicum

Kevin Lau (Criminology), Summer 2010. Supervisor.

Dave Dhillon (Criminology), Fall 2008. Supervisor.

### **4. Activities Engaged in to Improve Teaching and Learning**

#### Certification in Education

2007 Certificate in Web-Based Instruction, Simon Fraser University

#### Workshops

Graduate Curriculum Development Workshop, January 2015

Educational Goals Planning and Assessment Workshop: Exploring Challenges and Opportunities, August 2014.

Instructional Skills Workshop, Simon Fraser University, April 2007.

Workshop on graduate supervision, Simon Fraser University, October 2006.

TA/TM Day Workshops, Simon Fraser University, September 1999: facilitating effective discussions, surviving your first tutorial, creating an inclusive classroom.

#### **IV. SERVICE TO THE TEACHING COMMUNITY:**

##### **1. Committee Services (Teaching and Learning Issues)**

School of Criminology, Simon Fraser University

Research Methods Working Group, 2006 - Current.

Associate Director, Graduate Programs, 2014 - 2017.

Graduate Programme Committee, 2007 - 2008, 2013 - 2017.

Undergraduate Curriculum Committee, 2006 - 2007, 2008 - 2010.

Department of Geography, Malaspina University-College

Research Methods Committee, 2005 - 2006.

Jointly developed and implemented a laboratory manual for use in an introductory physical geography course, 2005.

Department of Geography, University of British Columbia

Computer Committee, 2003 - 2004.

Developed a *Critical Quantitative Techniques: Spatial analysis, GIS, and Statistics* module for a graduate seminar course in research methods, 2004.



## V. ASSESSING AND REFLECTING UPON TEACHING:

Copies of all my student evaluation forms are available upon request.

### **1a. Summary of Student Ratings, Instructor, SFU Criminology**

The following ratings are the mean values for the end of term evaluations that state my overall rating as an instructor. The scale ranges from 4 (very good) to 1 (poor).

Table 1: Instructor Evaluations, Graduate Courses

	Criminology 810	Criminology 861	Criminology 863
	Spatial-temporal criminology	Research Methods II	Research Methods IV
Fall 2018			4.00
Fall 2017			4.00
Spring 2017	4.00		
Fall 2014		4.00	
Fall 2013		3.83	
Spring 2012	4.00		
Spring 2011	4.00		

Table 2: Instructor Evaluations, Undergraduate Courses

	Criminology 320	Criminology 352	Criminology 450	Criminology 465
	Quantitative Research Methods	Environmental Criminology	Techniques of Crime Prevention II	Crime, Economics, and the Economy
Fall 2018		3.79		
Spring 2018	3.30			
Fall 2017		3.50		
Fall 2014		3.95		
Spring 2014	3.73			3.89
Fall 2013		3.88		
Spring 2012			3.76	
Fall 2011		4.00		4.00
Spring 2011			3.96	
Fall 2010		4.00		3.94
Spring 2010		4.00	3.89	
Spring 2009		3.86	3.96	
Fall 2008		3.95		3.86
Spring 2008		3.86	3.86	
Fall 2007		3.81		3.82
Spring 2007		3.79	3.55	
Fall 2006		3.91		

### 1b. Summary of Student Ratings, Instructor, SFU Geography

The following ratings are the mean values for the end of term evaluations that state my overall rating as an instructor. The scale ranges from 4 (very good) to 1 (poor).

	Geography 100	Geography 221
	Human Geography	Economic Geography
Summer 2012	3.36	
Spring 2012	3.64	
Summer 2011		3.79
Spring 2011	3.43	
Summer 2010		3.30

### 1c. Summary of Student Ratings, Instructor, Malaspina Geography

The following ratings are the mean values for the end of term evaluations that state my overall rating as an instructor. The scale ranges from 1 (very poor) to 5 (very good).

	Geography 112	Geography 221	Geography 240	Geography 324
	Earth Environments	Statistical Methods in Geography	Economic Geography	Research Methods in Geography
Spring 2006		4.18, 4.24	4.36	
Fall 2005	4.33, 4.46			4.16
Spring 2005	4.14	3.71		

### 1d. Summary of Student Ratings, Instructor, UBC Geography

The following rating is the mean value for the end of term evaluations that state my overall rating as an instructor. The scale ranges from 1 (very poor) to 5 (very good).

	Geography 361
	Economic Geography
Fall 2004	4.2

## 1e. Summary of Student Ratings, Teaching Assistant, UBC Geography

The following ratings are the mean values for the end of term evaluations that state my contribution to the course. The scale ranges from 1 (very poor) to 5 (very good).

Table 6: Teaching Assistant Evaluations

	Geography 370	Geography 375	Geography 470
	Introduction to Geographic Information Systems	Spatial Data Analysis	Advanced Geographic Information Systems
Fall 2004			4.6
Spring 2004	4.1	4.9	
Fall 2003	4.0		
Summer 2003	4.5		

Notable in Table 1 is my average evaluation in Geography 375, 2004-1. Largely based on this evaluation, I won a teaching assistant prize.

## 2. Comments from Department Chairs

I have received letters from the Graduate Chair of the Department of Geography, University of British Columbia and the Chair of the Department of Economics, Simon Fraser University outlining my contributions to teaching in these departments, 2000 - 2004, as a teaching assistant. Highly positive feedback from both instructors and students are reported.

Copies of these letters are available upon request.

## 3. Teaching and Supervision Awards/Recognition

Dean of Graduate Studies, Award for Excellence in Leadership (2017): SFU

Dean of Graduate Studies, Award for Excellence in Graduate Supervision (2014): SFU

Nominated: Dean of Graduate Studies, Award for Excellence in Graduate Supervision (2013): SFU

Nominated: SFU Excellence in Teaching Award (2012): SFU

Dean's Medal for Academic Excellence (2010): FASS, SFU

Departmental Teaching Assistant Prize (2004): Department of Geography, UBC

Top Ranking Teaching Assistant (2000-3): Department of Economics, SFU

Top Ranking Teaching Assistant (2000-3): Department of Economics, SFU

Top Ranking Teaching Assistant (2000-1): Department of Economics, SFU

Copies of these letters are available upon request.

## VI. REFLECTIONS ON TEACHING:

My teaching experience continues to grow and bring rewards. It is because of the positive experiences I have had that I look forward to continued teaching in an academic environment. I plan to continue implementing the positive aspects of my own return to school into the classroom.

I plan to continue writing textbooks that allow for my teaching style to be complemented with appropriate materials that will benefit students. This is a process I have received many positive reviews and enjoy thoroughly. In the long-term, I plan to expand my activities to improve teaching through the participation in teaching enhancement workshops.