Evaluations of my teaching help me to assess whether I am effectively meeting my pedagogical goals. Students provide feedback in a variety of ways: midterm evaluations, final discursive evaluations, formal end-of-semester University evaluations, informal in-class feedback, and informal feedback provided via email, Skype or during office hours. Multiple formats ensure I am able to continually make adjustments to the course in response to student needs. Overall, I receive positive remarks concerning my efforts to foster dynamic classroom discussion, create a nurturing learning environment, and connect scholarly and literary course work with the lived reality of the students. I strive to respond "in the moment" to students' classroom needs, changing the lesson plan to accommodate students' interests during class.

Cultivating Discussion: Integrating Students' Feedback
While gratified by the positive feedback to my instruction, I find that constructive criticism improves my teaching. For example, as I noted in my teaching statement, I implemented a memoir written by a white, Jewish feminist in my second level writing course, *U.S. Women's Writers: Text and Context*, to highlight how gender, sexuality, and race are intricately connected. Students responded positively to the inclusion of the memoir. A Spring quarter 2011 student wrote: "I loved talking about *Invisible Privilege* [by Paula Rothenberg] because it made me take a look at my own life and it challenged my views." This text aids my intention to foster an environment where no student feels alienated based on his/her experiences. A former student notes: "I feel far more informed about the topics discussed in class and feel I have the knowledge to speak on subjects I once would have felt awkward about."

I am also committed to integrating student feedback into overall course design. Following student comments concerning distance learning class participation, I made changes to the use of our online learning management system in my distance-learning course. To encourage more direct engagement from asynchronous participating students, I restructured course discussion requirements following feedback from the first iteration of the course in Spring 2012. For students enrolled in the Autumn 2012 semester, I asked students to make additional posts on our discussion board to ensure active engagement with the course materials. Speaking to the effectiveness of the discussion posts, a student noted: "This was one of the highlights of the class for me. Unlike in a classroom setting, I had the opportunity to hear everyone. While we only had to post and respond once per lecture, it seems that no one did the minimum. In hearing others viewpoints, I changed my own after listening to others (on some issues)." Likewise, another student from the Spring semester commented: "All students participated [in discussion] and kept the topics appropriate and stimulating."

As I transitioned from facilitating online discussion to classroom discussion in Spring 2013 as I taught the special topics course *Rethinking the American Family*, I sought to create a safe environment to discuss normative and non-normative kinship. I integrated lectures and readings with personal vignettes concerning the concept of "family" through the use of media and students' personal reflections. Speaking the effectiveness of this method, one student wrote: "I love class discussions because you get someone other than the instructor's point of view on a topic and it really lets you think about the topic rather than just fill your head with facts." Nevertheless, recognizing that students would like to see me lead discussion and encourage students' to share their insights, as I teach *Racialized Masculinities in the United States*, I frame the class discussion with a few overarching questions and actively promote students' cross-dialogue to increase their confidence in public speaking.

Communicating Inside and Outside the Classroom: Teaching with Media
Multimedia is effective as students respond to the ways in which feminist theory has a direct application to the world around them. For example, in my *U.S. Women's Writers: Text and Context* course, I utilize an episode from *The West Wing* on immigration and race to frame a discussion of Sandra Cisneros' text *The House on Mango Street*. This is an effective tool as students became more engaged with the idea that persons of color cannot be viewed as representatives of their race.

Updated: November 2013

Students enrolled in *Gender, Sexuality, and Race in Popular Culture* continually commented that they enjoyed the course's mixed multimedia approach to learning. I utilized memes, YouTube videos, documentaries, television shows, and feature length films to enhance course readings. In addition, to enhance students' digital media literacy, I asked them to utilize the dynamic, web-based bulletin board Glogster and social media curating site, Storify, to present their findings and analyses of course materials. A student from Spring 2012 notes: "Every reading and video was very appropriate and helped me understand the subject. They also helped me think laterally and apply logic in places I hadn't considered."

My commitment to enhancing students' classroom experience is also reflected in my special topics course, *Racialized Masculinities in the United States*. I utilize documentaries to have students critically consider how popular culture shapes our worldviews. For example, students integrate their analysis from readings on hegemonic masculinity into their interrogation of *The Bro Code: How Contemporary Culture Creates Sexist Men* (2011). In doing so, I found students can reflect upon examples of masculinity in their own lives as undergraduates and how these instances relate, more broadly, to American society-at-large.

Continuing Improvement
Even as I continually receive positive feedback, I believe an instructor cannot rest on her laurels. The combination of student discursive feedback along with student evaluation scores allow me to reflect on whether I achieve my teaching goals. I also reflect on my lectures, which leads to the revision of lesson plans and lecture notes to increase effectiveness. I believe making changes in response to student feedback throughout the course to enhance their learning experience. For example, recognizing that students in this semester's *Gender, Sexuality, and Race in Popular Culture* course required a more comprehensive rubric following completion of their first paper, I revised the rubric prior to the completion of their second paper. To complement student feedback and my personal reflections, I solicit advice from mentors, colleagues, and peers. Discussions with colleagues provide insight into new teaching tools and new perspectives about improving classroom discussion or negotiating a class that resists critically reflecting upon controversial and sensitive topics.