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Teaching Evaluations

I am an Assistant Professor of Political Science in the Department of Political Science and Public Administration and the University of North Florida. This Fall 2025, I am teaching *Introduction to American Government* and *Congress and the Legislative Process*. Previously, I was an Adjunct Assistant Professor of American Politics and Public Policy at the University of California Center Sacramento, the experiential learning arm of the University of California system. There, I taught courses in public policy and administration, state and local politics, and undergraduate research methods.

In my time in graduate school at the University of California, Davis, I was an Associate Instructor for *Introduction to American Politics* and a Teaching Assistant for *Introduction to American Politics*, *California State Government and Politics*, and *Congressional Politics*. In total, I have taught or assisted with teaching 4 classes at UC Davis and 25 classes at the UC Center Sacramento.

Throughout my teaching career, I have consistently received positive feedback from students regarding my teaching effectiveness and my impact on their educational journeys.¹ I am comfortable teaching in large lecture halls, medium-sized research labs, and smaller seminars. Below is an overview of my academic course evaluations from two courses I taught as an Adjunct Assistant Professor last summer at the UC Center Sacramento:

A brief caveat on the limitations of student evaluations as a means of assessing instructor performance: Research suggests that student evaluations of faculty in higher education disadvantage instructors from marginalized backgrounds. Women and instructors of color are often graded harsher and endure more verbal abuse in anonymized student surveys than their male and White colleagues (see Heffernan 2023). While I am fortunate to not have received such feedback in my own evaluations, I still feel it necessary to note the potential for bias in student evaluations of faculty.

Overall Student Evaluations of Teaching	
<i>Question</i> <i>(5 – excellent, 4 – very good, 3 – satisfactory, 2 – fair, 1 – poor)</i>	<i>Average Response</i> <i>(out of 5)</i>
Please indicate the overall educational value of the course.	4.5
Please indicate the overall teaching effectiveness of the instructor.	4.8
Instructor's knowledge and command of subject matter.	4.9
Instructor's openness to discussion and ability to stimulate it.	4.9
Instructor's availability for consultation.	5.0
Effectiveness of style and methods of class presentations.	4.8

Below are comments I received in student evaluations as an Adjunct Assistant Professor at the UC Center Sacramento and as an Associate Instructor and Teaching Assistant at UC Davis:

Overall Teaching Effectiveness.....

- "Very helpful, I found this class the most rewarding. the one on one time was awesome and super helpful."
- "Very easy to understand and helpful. Great professor"
- "Best TA I've had so far."
- "She is an amazing T.A. and if she decided to become a professor in the future I will gladly take a course with her."

Expertise and Pedagogical Approach.....

- "Professor Pellaton was clearly very knowledgeable about all the topics we discussed in class and how they related to real world situations and policies in California. When someone asked a question she didn't know the answer to she would still always engage with it and offer to find an answer and follow up, which I really appreciated."
- "Very very engaging! The accessibility of the slides and course materials at home was extremely helpful"
- "Always ready to jump into the topics, did not waste my time."
- "Your discussion questions help me think more deeply about what we learn. It especially helps me relate what we learn to current politics."
- "Always prepared."
- "Lots of jokes and real world applications, made as interactive as possible which is greatly appreciated"
- "Showed genuine interest in the subject which made me more interested."
- "95% of the time she knew the answers to our questions and the other 5% she always researched and give us an answer to them later on."

Promotion of Student Engagement and Pluralism.....

- "Obvious that she actually cared and was prepared to help us"
- "Knows our names to make it a less stressful environment when we are speaking up"
- "Professor Pellaton was very insightful and supportive throughout the quarter. It was a pleasure to learn from her this quarter. :)"
- "TA highly encourages students to openly express divergent points of view while maintaining a safe and comfortable environment."
- "Always encouraged class discussion, but never forced students into it. I felt really comfortable in

this class.”

- “She really tries to engage the students in the morning and she uses different methods as well as online class polls.”

Commitment to Comprehensive Student Evaluations.....

- “ I liked the assignments for this class. They made sense and we were given opportunities to learn and 'respond' to prior work we did. I also think the assignments at the beginning of the course helped us explore and pick a topic for our research. I also appreciated the opportunities for extra credit.”
- “Extremely well-organized and transparent when it comes to expectations of student. *[sic]*”
- “Took active notes during office hours and remembered what areas I was focusing on when I would come into office hours weeks later.”
- “Loved getting feedback from Paige, she always gave constructive criticism and told me what I did well with words of encouragement. Never felt intimidated to reach out to her for feedback!”
- “She really looks at every part of your assignment. She is not one of those TAs who does blanketed grades. Everything is individualized.”