Katherine C. Glover, Ph.D. *email: katherine.glover@maine.edu*

Evidence of Teaching Effectiveness - Contents

UCLA Teaching Evaluations

	Your overall rating of the TA/Instructor.	TA/Instructor was knowledgeable about the material.	TA/Instructor was concerned about student learning.	Section presentations were well-prepared and organized.	The TA expanded on course ideas.	Students felt welcome in seeking help.	The TA/Instructor had good communication skills.	Value of the sections justified time and effort.
The Global Environment ***Teaching Asst*** Fall 2013 Response: 28/36 (70%)	8.39	8.57	8.43	8.40	8.33	8.40	8.25	8.15
The Global Environment ***Teaching Asst*** Winter 2014 Response: 20/21 (71%)	8.75	8.75	8.70	8.85	8.55	8.85	8.65	8.65
GEOG 2: Biogeography ***Instructor*** Summer 2014 Response: 35/35 (100%)	8.2	8.23	8.23	8.0	7.91	8.11	8.2	7.97
The Global Environment ***Teaching Asst*** Fall 2014 Response: 14/19 (74%)	8.26	8.57	8.43	8.50	8.36	8.29	8.50	8.21
The Global Environment ***Teaching Asst*** Winter 2015 Response: 17/18 (94%)	8.71	8.53	8.59	8.83	8.59	8.47	8.65	8.77
GEOG 2: Biogeography ***Teaching Asst*** Fall 2015 Response: 48/50 (96%)	8.19	8.48	8.06	8.27	7.96	8.00	8.23	7.88

Mean scores: 1=poor, 9=high

Teaching Evaluations for Seminar Course (UCLA)

	Your overall rating of the Instructor	Your overall rating of the seminar	This course improved my knowledge of contemporary issues.	The required readings were relevant to the objectives of the seminar.	The purpose and major themes of the seminar were clear.	The seminar prompted me to think critically and analytically.	Writing assignments were relevant to the objectives of the seminar.
GE CLST M1C ***Instructor*** Spring 2014 Responses: 10/21 (48%)	4.2 (out of 5)	4.2 (out of 5)	3.78	3.9	3.9	3.4	3.7
GE CLST M1C ***Instructor*** Spring 2015 Responses: 12/17 (71%)	4.67 (out of 5)	4.58 (out of 5)	3.75	4	3.92	3.92	4

Mean scores: 1=poor, 4=high (unless otherwise noted)

Qualitative Written Evaluations for Katherine Glover
(scanned forms available upon request)

GEOG 2: Biogeography *(Instructor, 2014)*

"She has great communication skills and doesn't give busy work, integrating all assignments & readings are relative to lectures, quizzes, labs & exams. Fast-paced since it's only a 6-week course but definitely useful & I would recommend."

"Katie was great overall. She is passionate, knowledgeable & enthusiastic about the material & tried to make it enjoyable for everybody. She's very approachable & willing to help if you seek it. I enjoyed taking this course with her."

Fueling the Future *(Instructor, 2014 & 2015)*

"I loved the amount of space left for students to explore their own areas of interest."

"Overall, I really enjoyed this seminar. I like how small the class was and this allowed us to have open discussion. The seminar was valuable because we were able to focus on a topic in depth, rather than covering wide range of topics like we had to in fall and winter quarter. I really feel like this seminar was student discussion-based, and the instructor was encouraging friendly but frank opinions on different concepts, which was interesting to learn. I also liked how diverse the learning style was (book, articles, websites, labs, field trip). Reflection paper allowed me to research further about the topic I was interested in, and the presentation motivated me to know the concept thoroughly."

"The seminar was extremely interesting. We discussed each energy source technologically available and its viability. I found this to be very valuable."

GEOG 2: Biogeography *(Teaching Assistant, 2015)*

"Katie was by far the best TA I have had in my time here at UCLA. She was concerned w/ our learning & always offered office hours/extra help with the class. She was very awesome with communicating information that was important & provided a lot of additional help w/ the labs and lecture ideas. Her labs were very well organized and gave the perfect balance of instruction with individual time to work."

"Katie set up discussion well with her powerpoint [sic] at first going over maintenance, then introducing the lab and then letting us work on it. Katie's teaching style is the perfect amount of hands on and hands off. She makes sure we have everything we need to learn and then steps back and lets us learn."

The Global Environment *(Teaching Assistant, 2013-2015)*

"Katie is detailed oriented and I found that her presentations and discussions were the most effective. We covered a lot of material and what I appreciated was the encouragement to discuss and participate in the discussion. Katie was always willing to help and be a resource. I found her input very helpful and encouraging."

"The time in section was used efficiently. It didn't seem like any time was wasted or that there was any filler material. The TA was helpful and I felt comfortable asking for help or any questions I had regarding the material."

Sequoia Field Institute Qualitative Written Evaluations
(scanned forms available upon request)

Visitor Interpretation *(mid-season review, July 2017)*

"Katherine truly dedicates herself to delivering high quality programs and interacting with visitors in informal moments."

"She cares greatly for the resources and stories she represents and does so in a respectful, thoughtful and educated manner."

"Katherine has worked diligently to absorb information about the parks at large, and is able to answer visitor questions with ease. She is intentional about content, flow and overall experience she offers in her programs."

"Her background in geography, teaching, and scientific communication lend greatly to her ability to engage participants in numerous topics, including relevant hot topics such as climate change."

Visitor Interpretation *(end-of-season review, September 2017)*

"Katherine exhibited an impressive amount of knowledge in her programs throughout the season. She traversed comfortably between the roles of cave guide and geology expert to living history performer and botanist to citizen-science advocate."

"Katherine demonstrated a strong understanding of the natural history of the parks and was able to communicate her knowledge with visitors of all ages."

Fueling the Future: Energy's Environmental and Economic Impacts

ENV M1CW 2015 Spring Seminar, UCLA
Wed 12 – 3 pm, Public Affairs 1343
Katie Glover kcglover@ucla.edu
Office Hours: Tues 9a – 11p IoES small conference room (La Kretz 300),
except 4/7 (Week 2) and 5/5 (Week 6) – alternative location A185 Bunche Hall

Seminar Content:
What will it take to either 1) continue the use and exploration of fossil fuels, or 2) make the switch to substantial use of alternative energies? We will explore this question with discussion of readings, small-group activities, films, student presentations, and writing portfolios. Student input will guide the content for the later weeks in the course.

Book:
Yergin, Daniel. 2011. *The Quest: Energy, Security, and the Remaking of the Modern World.* New York City: Penguin Books. Readings will typically be 50-100 pp/week and include a mix of popular press, chapters from *The Quest*, and peer-reviewed papers. Obtain a copy of *The Quest* in a suitable format for you (Kindle, paperback, etc.) prior to Week 1. Each chapter is ~10-20 pages.

Electronic Etiquette Policy:
No electronics while class is in session, please. This includes laptops, tablets, and phones. Kindles are fine, if you have an e-version of the book.

Assessment:

Labs and quizzes (50-60 pts) Labs are completed in class as pairs/groups, with worksheets (no write-up). Quizzes are designed to recall your literacy on energy topics. They are open-notes, taken during class.
Class Participation (75 pts) This includes on-time attendance to all sessions, engagement in discussion, and 12-15 min presentations you will give during the quarter on the topics we cover.
Writing Portfolio (65-75 pts) Includes assignments that lead to your research project: proposal, literature survey, and annotated bibliography. Reflective writing pieces (400-800 words) on course topics will be collected 3 times during the quarter at deadlines you choose in your Course Plan.
Research Project (100 pts) Your own final research paper (7-8 pp), **or** one of the options described below.

Schedule:

Week/Date	Topic
1) April 1	**Class:** Introductions, course planning, begin "Coal" topic, "Switch" video clip(s) **Due:** Read Yergin Intro & Ch 20, read posted articles, complete student survey
2) April 8	**Class:** Finalize course planning, "Coal" and "Oil" topics, Coal Types Lab **Due:** Read Yergin Ch 6 and articles, lab, Individual Course Plan
3) April 15	**Class:** Coal, Unconventional Oil, and Energy Security **Presentations:** Annie Davis (coal MTR), Matthew Leech (oil extraction abroad) **Due:** Read Yergin Ch 12 & 16 and article, project topic (upload by Friday)
4) April 22	**Class:** Hydraulic Fracturing, Energy Intermittency, Biofuels **Presentations:** Patrick Chestnut (fracking), Ray Ng (nuclear power), Vivian Phan (Biofuels), Meredith Shuffet (intermittency) **Due:** Read Yergin Ch 16 & 18, and article, literature summary (upload by Friday)
5) April 29	**Field Trip:** La Brea Tar Pits **Depart:** meet at 11:45a, 12p departure from **De Neve Plaza** turnaround **Due:** Read articles on Oil in L.A., Annotated Bibliography (upload by Friday)
6) May 6	**Class**: Alternative energies: Biofuels, Wind Development abroad, Biofuels Lab **Presentations:** Elaine Li (Wind in China), Sudiksha Dhoot (Biofuels) **Due:** "La Brea" Lab, Read Yergin Ch 30 & Ch 33 and articles
7) May 13	**Class:** Changing the Grid: Improving efficiency, adapting to electric vehicles, extracting gas as a transition fuel **Presentations:** Danna Creager (EVs), Cassie Venable (efficiency), Elizabeth Castillo (natural gas fracking) **Due:** Biofuels Lab, Read Yergin Ch 34-35
8) May 20	**Class:** Energy Sovereignty, Oil and Gas in the Middle East **Presentations:** Jay Joelson and Lorenzo Haggiag (Mideast Oil and Gas), Angela Kim (TBD) **Due:** Read Yergin Ch 14-15
9) May 27	**Class**: The quest for Oil, Development of Energy in China **Presentations:** Zhongling Jiang (oil and capitalism), Manaka Watanabe (oil extraction abroad), Elaine Pan (alternative energies) **Due:** Read Yergin Ch 9-10, articles
10) June 3	**Class Conference:** Project Presentations, and final discussion: are capitalism and environmental protection opposed? **Location:** Carnesdale Commons, Malibu room **Due:** Review Kahn "Environmental Economics", Read excerpts from Naomi Klein and Yergin's "Conclusion," Research Project (upload research papers by Friday)
Finals Week	**Class:** no class session during exam time block **Due:** last reflection piece (by Wed Jun 10)

Research Project:
You can complete your own research paper that is slightly longer and bigger in scope than your M1B paper (or, an extension/new direction of your M1B paper).

Example topics:
- Are all developing countries on a trajectory to use massive amounts of coal power?
- Can algae production be economically up-scaled as a significant energy resource?
- What barriers exist to further developing the Alberta Tar Sands?
- As the Arctic warms, how will fossil fuel extraction expand? Who are main stakeholders?

Alternatively, propose something on your own, or with classmates, for the Week 10 Conference. Adopting a character with a specific audience in mind is encouraged. Some ideas:

- You are financial consultants, delivering a pitch to the U.C. Regents for an energy portfolio that aims to divest the U.C. system from fossil fuel companies.
- Propose a new energy plan to the North Dakota Industrial Commission that better enforces environmental laws and protection.
- Your startup company specializes in simple home solar systems, and you are seeking financial backing for their distribution in the Niger Delta region.
- You are a recruiter for Empire Oil in Williston, ND. Convince a room full of Env & Sustainability students to come "catch the boom" in North Dakota after graduation.
- You are the PR liaison for a new co-generation plant, to be completed in 2017 in the heart of Appalachian coal country. Host a town hall on the new plant, with us as the community.
- You are advising Chinese investors on up-and-coming renewable technologies that could be built at large-scale to replace coal energy and supplement hydroelectric power.

This should still be extensively researched, but is likely to rely less on peer-reviewed papers, and more on your knowledge of market trends, supply costs, technical aspects of energy technologies, financial prospectuses, policy documents, etc.

Your deliverable for the course should have a **guiding question** that is of appropriate scope and not easily-answered, or already covered, by one author, company, or research group. The objective is to bring a variety of sources together to address the question.

Geography 2: Biogeography
UCLA Summer Session A 2014
June 23 – Aug 1
MW 10a – 12:05p Bunche A163

Instructor
Katie Glover
Email: kcglover@ucla.edu
Office Hours: Monday 12:30-1:30p A185 Bunche Hall, by announcement, and by appt.

Introduction
This course provides an introduction to the field of Biogeography for science and non-science students alike. Biogeography is one of the most exciting subdisciplines of the natural sciences and bridges the fields of geography and biology. ***Biogeography is the scientific study of the past, present and future geographic distributions of animals, plants and other organisms.*** Biogeographers seek to describe and map the geographic distributions of different species, but more importantly, they attempt to understand the physical, biological and historical factors that control these distributions. Of particular interest to biogeographers is how the actions of humans impact species and their distributions in the past, today, and in the future.

In this course you will be introduced to **ecological biogeography** (the study of how present conditions control geographic distributions), **historical biogeography** (how distributions have changed in the past and species have evolved and gone extinct) and **analytical biogeography** (the development of general rules that relate the distribution of life to geography). Throughout the course you will study interesting examples from the natural world and also consider how humans have been impacted by biogeographic processes and have altered the biosphere. Finally, we will consider **conservation biogeography** where biogeographic principles aid in understanding and conserving endangered species and general biodiversity.

Required Readings:
(1) MacDonald, GM (2003) Biogeography: Time, Space and Life. John Wiley and Sons, New York. (Can be purchased at the UCLA Bookstore, on reserve at College Library)

(2) Worksheets will be provided for in-class labs, available online for computer-based labs (e.g. "Ecobeaker"), and/or posted online for you to download and print on your own, ahead of time. Your instructor will announce which of these formats to expect ahead of time.

Evaluation:
Mid-Term Exam 30%; Final Exam 30%; Labs 30%; Participation and quizzes 10%

(1) There will be two **non-cumulative** in-class hourly exams.

How your final grade is determined:

Exams are based on lectures and readings only (not labs). Your grade is computed from your final point total using an *adjusted linear scale* as follows:

≥ 99.0%	A+	78.0 – 79.9%	C+
92.0 – 98.9%	A	72.0 – 77.9%	C
90.0 – 91.9%	A-	70.0 – 71.9%	C-
88.0 – 89.9%	B+	68.0 – 69.9%	D+
82.0 – 87.9%	B	62.0 – 67.9%	D
80.0 – 81.9%	B-	60.0 – 61.9%	D-

Attendance/makeup policy:

1. Formal attendance is a requirement to earn credit. Every class session will involve a quiz and/or laboratory activity. The exams emphasize topics covered in class and in the assigned text.

2. *NO LATE LAB EXERCISES WILL BE ACCEPTED*

3. NO MISSED EXAMS WILL BE ACCEPTED WITHOUT DOCTOR'S MEDICAL NOTE THAT HAS A TIME/DATESTAMP WITHIN 24 HOURS OF THE EXAM TIME

Lab Sections:

Labs will allow you to experience the practice of biogeography in the field, and with laboratory measurements, computer models, remote sensing techniques and geographic information systems. **The labs are mandatory**.

Other:

ACADEMIC HONESTY: All work must be the student's own work. You will work collaboratively for some laboratory exercises in pairs or groups and while your datasets may be shared, **any written answers must be in your own words. Any incidents of copying or use of electronic devices during exams or labs or plagiarism in labs or reports will be forwarded to the Dean of Students**.

GEOG 2 PLAN – Glover Summer 2014

Date	Topic	In-Class	Reading and Quizzes
Mon June 23	• Geography and Biogeography • Climate and Atmospheric Basics	Lab 1: Basic Taxonomy	Read Ch 1-2 **by 5pm Tues June 24:** Online reading quiz
Wed June 25	• Hierarchies of Life • Physical and Biological Controls on Life	Lab 1	Read Ch 3 **by 5pm Fri June 27:** Online reading quiz
Mon June 30	• Niche and Gradient Concepts • Disturbance	Lab 1 Due In-Class Quiz on Ch 1-3 Overview of Lab 2: Ecobeaker	Read Ch 4, Lab 1, In-Class Quiz **by 5pm Tues Jul 1:** Online reading quiz
Wed Jul 2	• Disturbance	**NO CLASS.** Work on Lab 2	Read Ch 5 **by 5pm Thurs Jul 3:** Online reading quiz
Mon Jul 7	• Communities, Biomes • Biomes, Dispersal and Colonization	Lab 2 Due Lab 3: Quantifying Biological Diversity from field data	Read Ch 8 **by 5pm Tues Jul 8:** Online reading quiz
Wed Jul 9	• Evolution and Extinction	Lab 3 Due In-Class Quiz on Ch 4-5, 8 Lab 4: Field Analysis of Native Shrubs and Invasive Species	Read Ch 9 **by 5pm Fri Jul 11:** Online reading quiz
Mon Jul 14	**MIDTERM EXAM** (Ch 1-6, 8)		
Wed Jul 16	• Humans as an Evolutionary Force	Lab 4 Due Lab 5: Biogeography from Space	Ch 11-12 **by 5pm Fri Jul 18:** Online reading quiz
Mon Jul 21	• Biogeographic Distributions • Biogeographic Regions and Plate Tectonics	Lab 5 Due Lab 6: Examining the Past In-Class Quiz on Ch 7, 9, 11-12	Ch 7, 10 **by 5pm Tues Jul 22:** Online reading quiz
Wed Jul 23	• Island Biogeography and Conservation	Lab 6 Due In-Class Quiz on Ch 10, 12 Lab 7: Ecological Equivalents, Convergent Evolution, Adaptive Radiation	Read Ch 13-14 **by 5pm Fri Jul 25:** Online reading quiz
Mon Jul 28	• Understanding & Conserving Biodiversity • Review	Lab 7 Due In-Class Quiz on Ch 13-14	Read Ch 15 **by 5pm Tues Jul 29:** Online reading quiz
Wed Jul 30	**FINAL EXAM** (non-cumulative – Ch 7, 9-15)		