

Response number	List briefly the criteria you consider in judging the effectiveness of a faculty member at Carleton. What qualities are most helpful to your learning?	Measured by these criteria, what are my strengths? How and how well did I help you to learn?	Do I have any weaknesses that affected your learning? If so, how?	Keeping in mind all the faculty you have had at Carleton, please select the phrase that most closely reflects your rating of me:	How was my feedback? Were the comments on your papers helpful? If not, why not? How could they be improved?	Do you have any other feedback about the course or the way I taught it? Here's your chance to tell me.
1	Helpful feedback, clear teaching, good quantity of homework	The paper feedback was helpful, the lecture notes were super helpful, there was just the right amount of work, and the quizzes really made sure that I understood everything	By the end, it felt like some of the reading and lecture material got kind of dry but that's more of a weakness on Kant's part	5. more effective than average	Very helpful. They greatly assisted me in improving my paper.	Fun course!
2	the ability to deliver material clarity of answer to the question reasonable course arrangement	give good explanation	No	6. considerably more effective than average	yes	
3	1. Receptiveness to student questions 2. Clarity of explanation 3. Organized course-notes, ability to make reference-materials accessible 4. Empathy 5. Effective employment of examples	I think you did well in all of these respects, although more examples are always helpful (admittedly, this is hard since Kant himself seems unwilling to provide examples).	Although more examples are always helpful, I can't think of anything in your teaching style that I would call a weakness.	7. among the most effective	The feedback on my paper helped a lot, and it will inform how I construct my final paper.	Although class discussions about the broader philosophical implications of Kant's views are extremely stimulating, given the density of Kant's texts, I think we could have spent more class-time deciphering

						difficult passages.
4	The most helpful qualities in a Carleton professor (for me) are: - How helpful is their feedback - Are they good at directing and organizing class discussion - How available are they for help (during office hours, etc)	Providing good feedback, explaining complex concepts clearly help me understand Kant.	Oftentimes, it seemed like we took long detours in class lectures on topics that were secondary to the main lesson. This made it hard	5. more effective than average	Definitely fairly helpful, although the feedback changed to some degree between paper versions (for example: my citations did not change from paper 1 to my revised version of it, yet there were comments on them in the revision and not in the initial version).	The discussion groups were fairly helpful in terms of forcing us to challenge ourselves by struggling through the reading together.
5	Patience Excitement for the material willingness	I think you are exceptionally patient with us which has been very helpful for me and the material in this class. This class has some of the most confusing material I have ever encountered, so I needed to be taught in the way that you have.	I think that you are sometimes a little too supportive. That may be a confusing criticism, but based on your response it is sometimes hard to know that my original idea was wrong in the first place.	6. considerably more effective than average	They were helpful. I just needed to meet with you more to talk about them.	I don't know how this class is usually formatted but I think that breakout rooms were so helpful in this class that you nay want to consider something similar in future.

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6	Effectiveness at leading discussions; Fair grading policy and good comments on papers, tests, etc.; Cares about students and is invested in the subjects	In terms of leading discussions, I felt like you were really effective at validating everybody's points without letting discussions get too off track. I thought the lecture/discussion split was unique and worked pretty well; you always seem very engaged about the different philosophical subjects.	Nothing really of note; The only thing I would say is that sometimes in office hours it felt like we didn't always focus on the exact question I was wondering about, made it a bit less productive/helpful	6. considerably more effective than average	Yes, I appreciate breaking comments between things the paper does well and things that could be improved	Thanks for a great class!

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7	Lecture quality, student support, workload balance	The lectures were really helpful and they were always informative about the reading materials. The office hours are helpful for extra academic support. And the workload was reasonable.	The big group discussions during class time can be a bit too time-consuming sometimes.	6. considerably more effective than average	They were helpful with recognition of the strengths of the paper and constructive feedback about the weaknesses of the paper!	

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8	I think teachers are effective when they are clear and curious, and inspire the same in myself.	I had a hard time building curiosity and the material kind of muddled together. I had some personal struggles that contributed to my disassociation from the text as well. Overall, I would have rather spent more time with each section and apply them to thoughts that I would have myself.	I think most of my problems arose from my lack of attention to the warning signs along the way and therefore not reaching out for help. I think that a weekly assignment effort based with feedback would have helped with that.	3. less effective than average	Your feedback on papers was great, I wish that there had been more opportunities to get feedback from you regarding writing on Kant.	The first block of lecture can be overwhelming, maybe put the group session in the middle? That way we can get a change to organize our thoughts before being introduced to new material, or have a chance to find better questions. Or maybe send a short response each week to group discussions?

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9	Are they anticapitalist? Are they committed to decolonizing their minds? Will they support reparations? Are they nice? Do they see the humanity in me and my peers? Am I learning?	I am learning and you are humorous. Responding to as many questions as you can is informative.	...	5. more effective than average	Its the "how does this relate to Kant" that throws me off.	:)

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10	Clarity Thoroughness Pacing	I think that you did well with all of these. The pacing was nice, only needing to read one section of the Critique per week. Most things were reasonably clear, and I think that the things that weren't were so because of how dense the text is not because of your explanations. I felt that the lectures were very thorough, going over all the small but important details in these arguments.	There were a lot of clarificatory examples drawn from other philosophers, which for someone who hasn't read them could be confusing.	7. among the most effective	The feedback was extremely detailed, which made it easy to know what changes had to or should be made. I liked receiving such an in-depth grade, it makes improving and fixing mistakes much easier.	I really enjoyed having a set group for discussions, I think it helps foster a friendliness and familiarity that adds to experience.

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11	Availability, understanding, awareness.	You like to do detailed explanations and remain as faithful as possible to the the text.	Lectures aren't always comprehensible; need a lot of expounding. Can fall into rabbit holes sometimes.	4. of average effectiveness among Carleton faculty	Yep very much so. Comments on paper are fine and don't need improvement at the moment.	I honestly think you're a good teacher with a well developed teaching style. I think you should try to mix up your teaching style as much as possible and keep exploring new ways of conveying information. I think you probably have the habit of letting a class fall into a normal pattern which isn't necessarily a bad thing but can prevent getting students to the level of engagement that I'd think you're really looking for.

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12	Availability in office hours, help going over papers and difficult material, etc.	All of the above! I found you very helpful throughout the class and were always very willing and able to provide clarification where the text became difficult (which, with Kant, was often).	Nothing you did, I just think the structure of the class was a bit tough at times. I wasn't a huge fan of having someone take notes in the chat (it often made it difficult to contribute to discussion if you were the one taking notes). I think there's some kind of auto-transcription service Zoom offers which might make that easier. But also I'd hope we don't have online classes anymore, fingers crossed...?	6. considerably more effective than average	Feedback was great, comments on papers were great!	Eh, I'd probably just say it was a bit excessive to have the final paper count for 50% of our grade in the course. That felt a little much for a 200-level course and put what I felt was a lot of undue stress on myself and others in the course. Otherwise, I really enjoyed everything else and I thought the class was great. I guess the only other thing would be that it didn't feel incredibly clear what counted for participation, so oftentimes that would be stressful to think/worry about,

						especially when the Breakout Room Scribe wouldn't write down something I said and I'd freak out about participation grades.
13	Communication, clear guidelines, flexibility.	Very flexible, clear standards, good and open communication.	Could have spent more time doing more focused lecture, instead of discussion.	4. of average effectiveness among Carleton faculty	Good! NA	
14	Clarity, patience, passion, and curiosity!	I would say patience and curiosity are your strengths. You always took your time out to discuss things in length no matter the prior course of events, and office hours were always positive and thorough.	The ability to answer questions in class relating to the text can sometimes not be as clear. Understandably so because of the course topic.	6. considerably more effective than average	Fantastic. Have not really received feedback that really followed the writing so accurately.	I enjoyed the portion of group work, and I think it would be interesting to return back to the class and discuss with other groups during class about a particular topic.
15	the clarity when teaching and good feedbacks	I felt that it was really clear not only the lectures and the course notes but also the feedback.	Nah....	7. among the most effective	Yes! It definitely was!	No! Thanks for the great term.

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16	Leading discussion well, assigning relevant/connecting readings, good at explaining complex material	Doug is really great at responding to students' points/finding something constructive to add/engage with. Doug is also really great at explaining complex material.	honestly, can't say that anything comes to mind.	7. among the most effective	Your comments on my paper were quite helpful!	I thought the course notes were really great/helpful.

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17	Clear and concise, take time to dive into students' questions, sticks to the plan so that comprehension may take place, puts everything in context with the bigger picture of the course	Class lectures on the explain everything white-board seemed to help-- that was when we were most clear and concise. We seemed to go on tangents a lot, which were interesting but didn't necessarily help my learning.	We seem to get carried away with class questions, and this doesn't help my understanding of the material. There seemed to be a large gap in the comprehension of the material for many people in the class, and I don't know how we could have bridged that gap.	3. less effective than average	I thought that the feedback on the papers was helpful, although I made changes in my rewrite that you didn't like yet suggested in my first draft, so I was a bit confused. However, overall, the feedback was so in-depth and I really appreciated the time and effort that went into reading our papers.	I don't think group discussions for a half hour each time were productive. I would say that once a week was fine, but twice a week when everyone doesn't really comprehend the material to the fullest extent to talk about it became a bit monotonous.

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18	Knowledgeability, engagement with students, fairness.	Committed to a fair classroom and grading structure (e.g., anonymous grading, answering all questions in good faith, calling on those who haven't spoken yet). Clear expertise on Kant leads to accurate and well-organized lectures.	Occasionally get sidetracked during discussions, and sometimes answer questions using Kantese or unclear inferences. This would bog down the first hour of class, and leave students nearly as confused after asking a question as before.	4. of average effectiveness among Carleton faculty	I noticed comments on my revised midterm essay concerning parts of the essay which were unchanged from the original submission, but which were not noted in the first round of comments. Either you didn't notice a problematic moment of my essay the first time, or your opinion of it changed between the first or second versions. Each individual comment was helpful, as was the final summary, but I felt that if I had known about the 2nd-round problems after the 1st round, I	I appreciate your attempts not to editorialize when discussing Kant. You lay out his arguments, occasionally nudge us towards internal tensions, but largely let students handle the interpretation without prompting us to regurgitate your own views.

					could've improved my revision further.	
19	I consider the ability they have to respond to student's comments and questions in a productive way as the top priority.	The professor's philosophy seems to be to answer questions by referring almost solely to the discussed material and his own interpretation. This contrasts with trying to figure out the exact intention of the student's question. Yet, this seems somewhat effective rather than dismissive, as it ties the students mind to the material and none else, which is helpful for their success in the class.	Not so many this time.	6. considerably more effective than average	Feedback was pretty helpful, although there has just been one paper so far and my grade was satisfactory enough I did not pay much attention to the feedback! I did read through it though, and it seemed appropriate.	I thought the structure of the class was incredible, 10 minute break and breakout groups for last 30 minutes was extremely effective in helping me keep focus throughout class.