Teaching Portfolio

PAUL BUTTERFIELD

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Teaching Statement

Paul Butterfield

My teaching philosophy is built around the ideas of co-operative learning and personal connections. Students are best placed to learn if they feel that they are contributing to the content of a course, and most likely to invest time and energy into classes they enjoy attending. Over the 18 philosophy courses I have created and administered at the university level (along with a handful of general-purpose humanities projects I have led for high school students), I have made sure that my classes are always sites of discussion and collaboration – a conversation between me and my students, rather than a rote learning process.

I have been teaching philosophy at Baruch College and John Jay College of Criminal Justice since Fall 2017. In that time, I have taught a variety of ethics-related topics, along with general introductions to philosophy and a course developed around my own area of research, 'Philosophy of Comedy'. Prior to my time at City University of New York colleges, I was a Teaching Assistant at the University of Glasgow, conducting tutorial meetings for courses on introductory philosophical topics. CUNY and Glasgow are two significantly distinct teaching environments, and they have given me the opportunity to work with students from a wide range of academic and cultural backgrounds. At CUNY I have had the chance to guide students – many of whom are, like me, first-generation college students – towards meeting the expectations associated with college-level essay research, and instilling positive academic writing skills. One thing I really love about my students at CUNY is their willingness to engage speculatively with the content we read and discuss: "the problem of clashing virtues reminds of something that happened to me once..."; "If we define 'knowledge' like this, does that mean we'd have to say..."; "I'm not sure if I understand Korsgaard perfectly here, but..." As I tell my students each semester, this discursive process – trying hypotheses on for size, getting feedback on one's ideas, figuring out what would follow from some claim – is precisely how one 'does' philosophy in the first place. At Glasgow, where the student body tended to be more familiar with the expectations of students in higher education, but also more reticent to contribute to cooperative discussion, my work was more frequently focused on nurturing philosophical conversation and ensuring that every student felt capable of making worthwhile contributions that would be heard and respected.

What I have found to be consistent while educating students with such a large range of life experiences, academic interests, and cultural backgrounds is that every aspect of the teaching process is made easier by establishing rapport in the classroom. I know that if I can make a student feel that they are working on a project with me and the rest of the class together, and that they are free to share their findings and their concerns whenever they arise, I can help them deal with almost any eventuality.

To help achieve this, one of the first things I seek to do in a course is make it clear that my students are active participants, whose interests and ideas are as important as mine. For example, the syllabi I distribute at the beginning of each semester are always purposefully unfinished: I leave three or four sessions at the end of the schedule undefined, and ask students to suggest topics within the subject they'd like to learn about. Sometimes we put these suggestions to a vote halfway through the course; but more often, the focus of our additional classes are decided more organically, as discussions go long on one particular topic, or develop interesting tangents. In the Spring 2021 semester, my 'Introduction to Philosophy' class were curious about the fact that philosophers tend to appeal to pre-theoretical, 'common sense' views to justify their theories, and we spent our last week of class learning about the role of everyday intuitions in philosophy. A year prior, a class debate on Utilitarianism in my 'Global Ethics' course ended up branching out into the question of whether pet ownership is morally justifiable – so we added two impromptu sessions for the next week, with readings from theorists with differing perspectives on animal ethics. Students get more out of classes – both in terms of personal enjoyment, and knowledge of their content – when they feel a sense of ownership over them.

Something else I try to do, with a view to putting students at ease, is to make clear my own limitations. When students view an instructor as having the definitive answer to any question that could possibly arise, their discussions are liable to devolve into a contest regarding who can more enthusiastically agree with the view that teacher appears to hold. To avoid this, I generally emphasize the gaps in my own knowledge wherever possible. Last year, in a discussion about Immanuel Kant's ethics, a student asked me why the Soviet Union built a statue of Kant, and what opinion Communist regimes have had of his writing historically. I was thrilled to tell the class that I had no idea of answer to either of those questions, and would have to do my research just like they would.[1] Being open about the things I do not know, and the subject areas that are not my specialty, sends a message that our learning process is not a one-way street in which I impart sacred and unimpeachable knowledge, and also that uncertainty is a normal part of academia. In recent semesters, I have implemented a weekly class game I call 'Beneath the Veil of Ignorance', in which my students and I each reveal our confusions or misunderstandings about that week's reading: the most egregious or basic of these misapprehensions wins a small prize.

It helps, in trying to achieve the goals I have described above, that I have an unusual academic profile for a university lecturer. I am a first-generation college student who grew up in poverty and, as an undergraduate, I was a B-grade student to whom research and academic niceties did not come naturally. Thus, when students disclose that they have trouble seeing the relevance of the disagreement between utilitarian and deontological theories to everyday life, I can empathize because I remember experiencing the same confusion. More importantly, though, I also have a sense of the kind of example that would help render the topic relatable.[2] I love teaching classes of undergraduate students with diverse backgrounds, because I know personally that philosophy flourishes when it listens to new perspectives. Just as my answers to philosophical set-pieces frequently differed from those of my classmates with more typical academic profiles, my classes at CUNY – predominantly made up of students of color, with many students learning in a second or foreign language, and with near gender parity – often take philosophical discussion in directions not envisioned by the European men who make up part of its canon.

My approach to teaching has cultivated class content that is unique every time, lively and engaging, and that is also edifying for me as an academic and an instructor. In student evaluations I am typically rated significantly higher than the institutional and departmental averages for all 15 categories in which students rate their professors, and I am in touch with a number of students years after our courses together. For my part, I have developed a love of teaching during graduate school that makes me determined to continue to hone my skills and perfect the philosophy classes I teach in the future.

[1] It turns out that the Kant statue in Kaliningrad predates the USSR. Kant lived in Kaliningrad back when it was Königsberg, Prussia.

[2] For me, a crucial example involved the rules of soccer. These are drawn up as a hard-and-fast list of rights and wrongs, but are in practice enforced along consequentialist lines, with care taken not to be so rigorous as to undermine supporters' enjoyment of the game. This is not always the precise example I use with students, but important features of this case – that it is fairly low-stakes; that one can easily imagine the deontological alternative; and that it involves a distinction that may have occurred to students prior to studying philosophy – are present in the examples I use.

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TEACHING OBSERVATION REPORT

DEPARTMENT OF PHILOSOPHY, BARUCH COLLEGE

Instructor: Paul Butterfield

Observer: Sandeep Sreekumar

Term: Fall 2019

Course/Section: PHI 1700: Global Ethics

Class Size: ~40

Observer's Knowledge of Subject: High

Topic of the Observed Lesson:

Reasoning through the relations between morality and art; the ethics of humour.

Brief Summary of the Observed Lesson:

In this class, Mr. Butterfield continued and extended a discussion he had introduced in the previous class of Noel Carroll's argument that since art aims at immersiveness, and since moral wrongness disorients us, and since our disorientation breaks our immersion in the art-experience, a morally wrong work of art fails as art.

He then opened up certain issues pertaining to the ethics of humour: Is it possible for a joke to be immoral? What exactly is the relation between, for instance, telling a racial joke and being a racist? Does the social identity of the teller matter to a joke, so that the same joke may be morally innocuous when told by X but morally wrong when told by Y? If so, why?

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OBSERVATION REVIEW

1. **Instructor's Knowledge of Subject Matter:**

(a) Poor
(b) Fair
(c) Good
(d) Excellent

Errors Made by the Instructor, if any:

There were no errors of fact or mistakes of reasoning that I could determine. That said, in a class such as this (which touched upon, inter alia, *American History X* and Frankie Boyle), the most problematic sorts of errors are liable to be ones of tone or tact. Mr. Butterfield, very greatly to his credit, made none of these errors either: this was a class that steered scrupulously clear of giving offense even to the most demanding of sensibilities while remaining philosophically candid, alert, and inquisitive.

2. Appropriateness of Content to Class Level:

(a) Too difficult.
(b) Appropriate.
(c) Too easy.

Not merely did Mr. Butterfield lucidly explain all difficult ideas and arguments, he also ensured that his students were well acquainted with his examples and illustrations.

3. Mode of Presentation (pick all that apply):

(a) Lecture.
(b) Discussion.
(c) Demonstration.
(d) Other (specify).

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4. Student Participation and Attentiveness:

(a) Low.
(b) Medium.
(c) High.

In terms of student participation, this class was one of the most vibrant and active that I have observed. The students were, almost without exception, very deeply involved in the discussions Mr. Butterfield fostered.

5. Breadth and Depth of Coverage:

(a) Too Narrow.
(b) Appropriate.
(c) Too Broad.

The class was both analytically stringent and broad of range and reference. At no time did Mr. Butterfield give the damaging impression, so easy to give in these matters, of being in the grip of a theory: his treatment of Noel Carroll's argument for moralism in art was philosophically acute, the issues he raised regarding the ethics of humour were precisely articulated, his illustrations of them were intelligently chosen, and his treatments of them were balanced, practical, and sagacious.

6. Organization of Presentation:
(a) Highly Disorganized.
(b) Somewhat Disorganized.
(c) Adequately Organized.
(d) Highly Organized.

7. Specific Comments on Presentation:

This was one of the best classes I have ever observed. Among the many refined pedagogical skills that Mr. Butterfield revealed in the course of this class was one that I particularly admire: he made his discussions with his students seem like a dialogue between equals even as he honed their arguments, clarified the basic principles regarding ethics and art that those arguments relied upon, and illumined salient aspects of the background contexts of those principles. His students seemed to sense this as keenly and appreciate it as much as I did; the result was a classroom environment that came remarkably close to replicating the ideal conditions under which moral philosophy ought to be done.

Online Peer Observation Report

Observee:_____Paul Butterfield _____

Class being Observed: __PHI 238 Philosophy of Comedy_____

Observer: ____Catherine Kemp_____

Expectations:	***Y***	***N***	***Notes/Comments/Feedback:***
Overall Course Design and Organization			
Course site is easy to navigate and welcoming. Course structure is logical and consistent; information and policies are comprehensive and clearly posted; course materials are complete and easy to locate.	Y		(Comments and feedback contained in the summary and analysis below.)
Opportunities/tools for direct instruction, for student interaction, and for instructor feedback are consistently provided.	Y		
Technological guidance or referral for technological support is consistently available.	Y		
Specific Module Design and Organization			
The learning objectives in the module are clear and measurable.	Y		
Instructions, expectations and reasonably paced deadlines for assignments and student participation are clearly communicated.	Y		
The module is designed to promote critical thinking, problem-solving, and self-directed learning through student collaboration / interaction. Discussion prompts invite a diversity of approaches and complex analysis.	Y		
Direct instruction (through appropriate resources such as lectures, readings, feedback, and multimedia content) supports student achievement of the module's learning objectives.	Y		
Assignments and learning activities are varied in kind and designed to help students fulfill the module's learning objectives.	Y		
Assessment of student work is aligned with the module's learning objectives. Guidance for improvement is provided in feedback. All grading is completed in timely fashion and grades are available to students.	Y		

Instructor remains accessible throughout activities and maintains a motivational presence without dominating student interaction.	Y		
Instructor demonstrates mastery of material covered in module.	Y		
Instructor-student and student-student interactions are professional and collegial.	Y		

Summary Description and Analysis of Observation:

For this observation I observed Paul's class during the whole week beginning November 1, 2020, by prior arrangement with Paul, as instructed. The course is located entirely on Blackboard, and is fully asynchronous, and that week represented a single, complete unit in the course. Students can move through the material at their own pace over the course of the week, and I observed all of the course elements and requirements, as well as student and instructor activity, for that period. This observation report is based on that review, along with information contained for the course in the syllabus, also available on Blackboard.

The week of the observation was devoted to the topics of (1) Comedy and Race and (2) Race Speech, Hate Speech, and Joke Speech. Students were required to read two essays, one devoted to each topic, and these essays were posted on Blackboard under course materials. The instructor produced two roughly 50 minute video lectures for the week, one for each topic, and made these available as well on Blackboard. In addition, students had to complete a discussion board task and take a quiz over the materials covered that week, again, all on the Blackboard platform.

The two lectures were very well-executed and delivered, and in my view highly effective for students in this asynchronous course. Slides with mini-outlines, overviews, summaries, graphics, and quotations from the text (this week Luvell Anderson and Marcus Schulzke), were expertly interspersed within the video stream, with the view of the instructor continuing to speak in a smaller window in many cases while the slides appear on the screen. Paul is a measured and careful speaker, delivering himself extemporaneously but with tremendous clarity and precision, features I am sure his students very much appreciate in this online environment. In the course of the lectures Paul conveyed a great deal of material, much of it pretty technical, on the philosophy of comedy, but did so with such clarity and so accessibly that his students are sure to master even the more difficult theoretical aspects of the subjects covered. His command of the material is outstanding, with a breadth and a depth reflected both in the extraordinary level of detail, presently so clearly in the lecture, as well as the range of subjects laid out so clearly in the syllabus. The effect of the lectures is that of a well-designed and competently administered Powerpoint presentation, which is both familiar and accessible in this context.

On the discussion board Paul posted a compelling and appropriately provocative question designed to get students to wrestle with the knotty issues posed by the subjects of race, hate speech, and humor, and generated a string of very engaged and well-informed responses on the part of his students. Posts were thoughtful and took the questions very seriously, and did a nice job setting out the range of responses to these highly interesting issues.

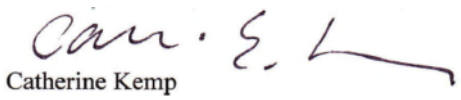
The quiz assigned appeared to cover the material comprehensively and effectively. I of course did not observe student work in this regard.

During the course of the lectures Paul addressed logistical and academic questions about completing work for the course as well as an upcoming exam (one of three students must take during the semester), and provided other important information for his students at this point in their schedule.

In sum, the class period I observed was beautifully designed, highly organized, and impeccably delivered. Paul is a fantastic instructor and an outstanding teaching colleague, and we are very lucky to have him, especially in this demanding online environment.

Suggestions:

The one thing I've seen other online instructors do, and which I've adopted myself in this environment, is to write up perhaps half a page to a page of general feedback on the whole student response to a particular discussion board task. It relieves the instructor of having to reply to each and every post—an exhausting and next-to-meaningless task in these large courses—and provides students with a sense of what worked and what didn't, along with highlights and lowlights (again, in general terms) that, re-presented, can help students synthesize material from week to week and board to board. I characterize successful posts, less successful posts, outstanding posts, and failed posts in terms of the initial prompt, reference to the the materials, etc. I have found the 100-200 words I write each week on this to be not too burdensome, and students find the general feedback quite helpful. It posts during the following week and remains available all semester.



Catherine Kemp 11/18/20

Observer's Signature Date

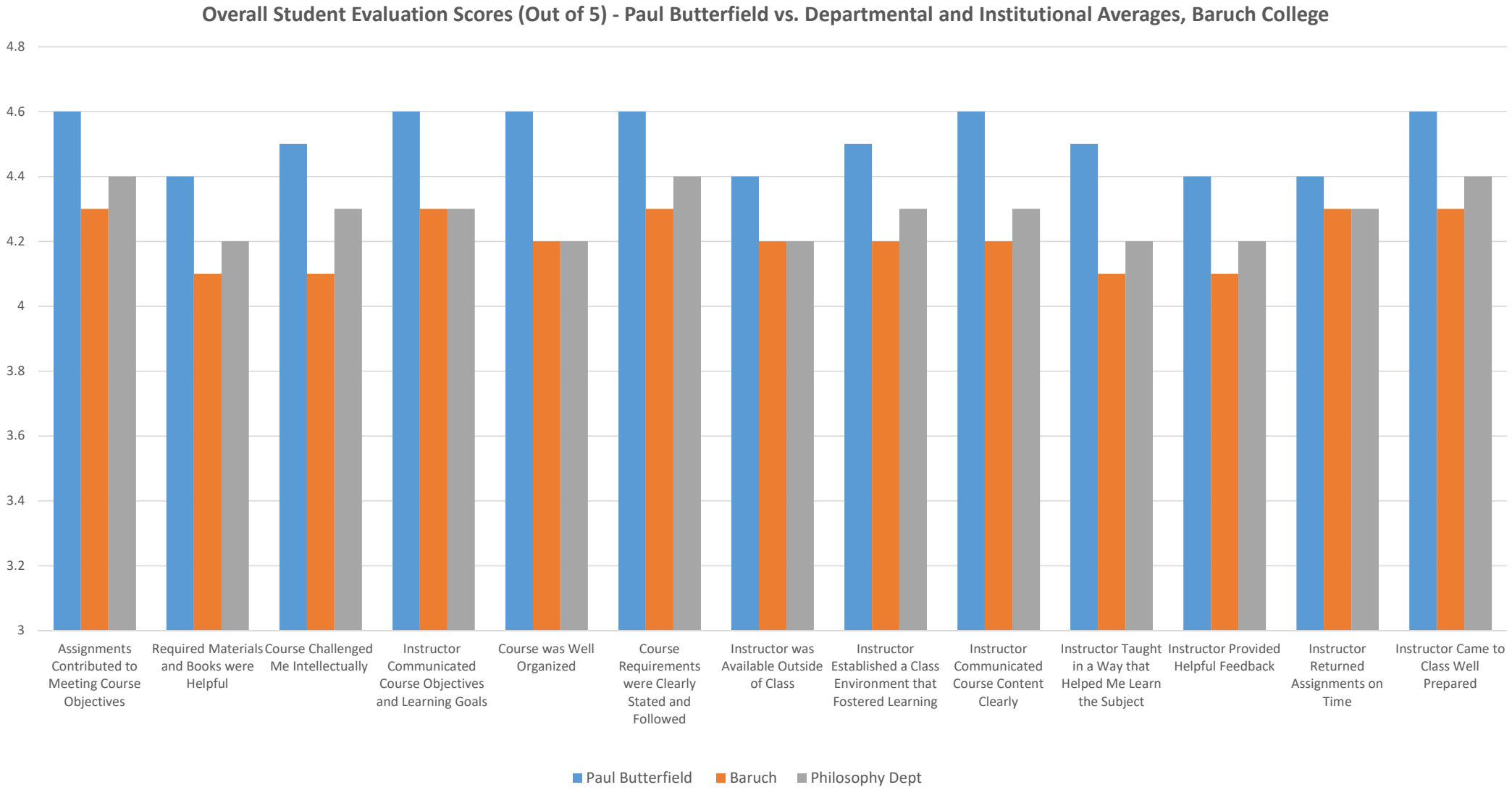
Chairperson's Signature Date

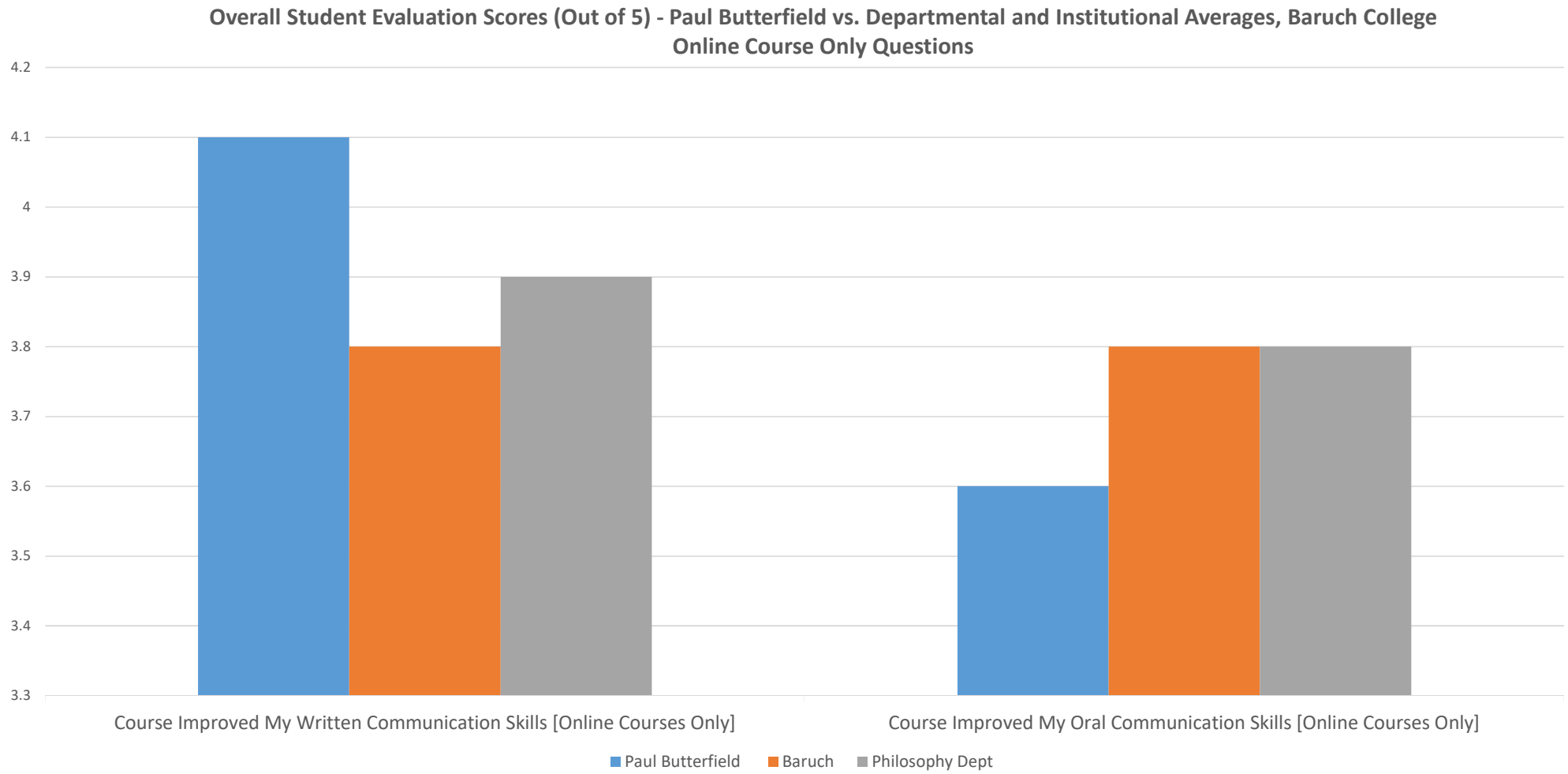
Introduction – Student Teaching Evaluation Data

The following section includes student teaching evaluation data for all of the classes I have taught at Baruch College and John Jay College, respectively. For Baruch, this represents student evaluations from six 'Global Ethics' classes (one each semester from Fall 2017 to Spring 2020). For John Jay, the data has been collected from one 'Ethical Theory' class (in Fall 2018), six 'Philosophy of Comedy' sections (two each in Spring and Fall 2019, and one each in Spring and Fall 2020), and one 'Introduction to Philosophy' class (Spring 2021). The data presented has not been edited, and reflects all of the available student evaluations of my university teaching.

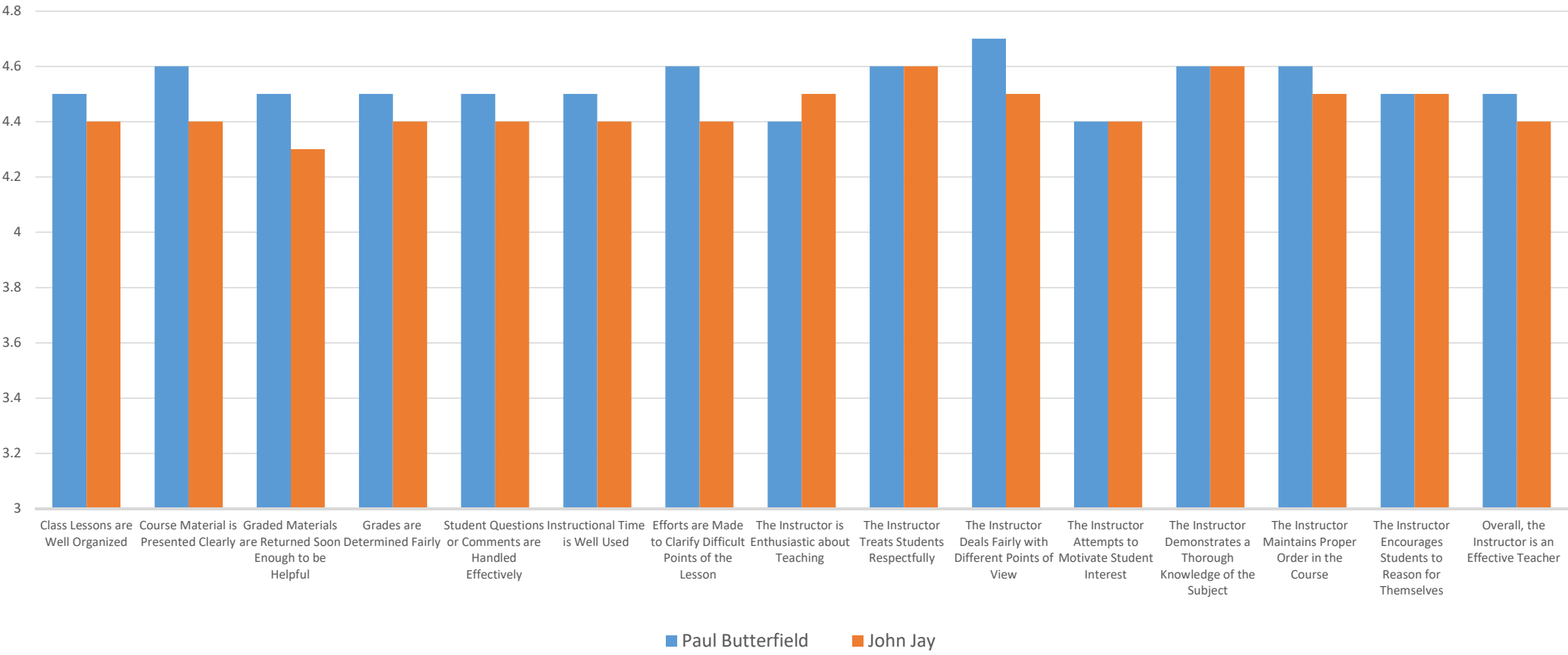
In the following four pages, you will find graphs detailing overall student response data for my courses, as compared with average scores. Baruch makes departmental and institutional average scores available to instructors; for John Jay, only the institutional average is accessible. For reasons to do primarily with graph legibility, I have included data from questions relating exclusively to the online-only courses I taught (one 'Global Ethics' class at Baruch in Fall 2020, one 'Philosophy of Comedy' class at John Jay in Fall 2020, and one 'Introduction to Philosophy' class at John Jay in Spring 2021) on separate pages. Data from questions asked of students in my online classes that were *also* asked of students in my in-person classes have been presented together.

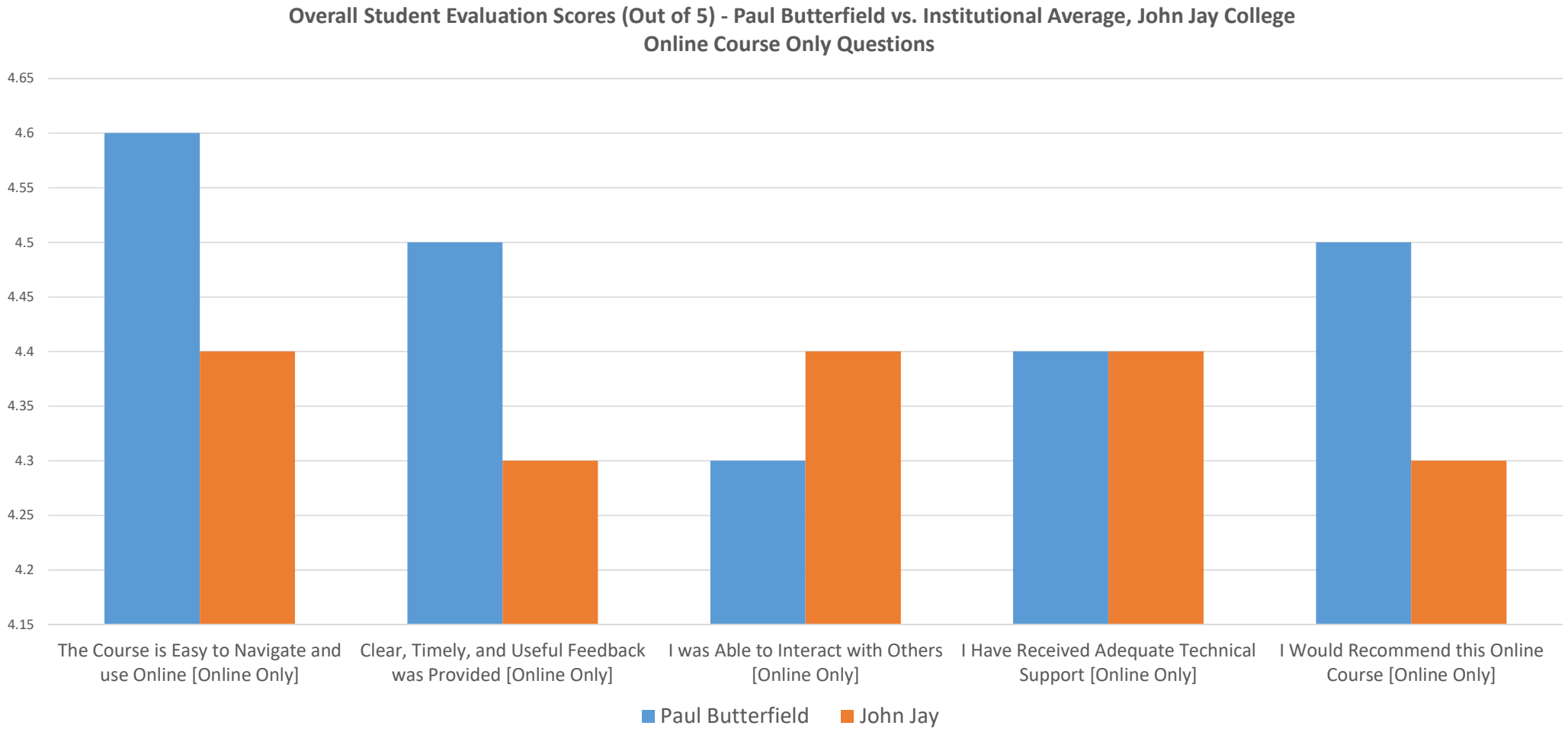
Following these graphs, I present the raw data from student feedback for each of my classes, broken down by class and semester. This section includes comments from students. John Jay College did not ask for student feedback in Spring 2020, which is why my 'Philosophy of Comedy' class for that semester is not represented in this section.


Overall Student Evaluation Scores (Out of 5) - Paul Butterfield vs. Departmental and Institutional Averages, Baruch College
4.8
4.6
4.4
4.2
4
3.8
3.6
3.4
3.2
3
Assignments Contributed to Meeting Course Objectives
Required Materials and Books were Helpful
Course Challenged Me Intellectually
Instructor Communicated Course Objectives and Learning Goals
Course was Well Organized
Course Requirements were Clearly Stated and Followed
Instructor was Available Outside of Class
Instructor Established a Class Environment that Fostered Learning
Instructor Communicated Course Content Clearly
Instructor Taught in a Way that Helped Me Learn the Subject
Instructor Provided Helpful Feedback
Instructor Returned Assignments on Time
Instructor Came to Class Well Prepared
Paul Butterfield
Baruch
Philosophy Dept


Overall Student Evaluation Scores (Out of 5) - Paul Butterfield vs. Departmental and Institutional Averages, Baruch College
Online Course Only Questions
4.2
4.1
4
3.9
3.8
3.7
3.6
3.5
3.4
3.3
Course Improved My Written Communication Skills [Online Courses Only]
Course Improved My Oral Communication Skills [Online Courses Only]
Paul Butterfield
Baruch
Philosophy Dept

Overall Student Evaluation Scores (Out of 5) - Paul Butterfield vs. Institutional Average, John Jay College




Overall Student Evaluation Scores (Out of 5) - Paul Butterfield vs. Institutional Average, John Jay College
Online Course Only Questions
4.65
4.6
4.55
4.5
4.45
4.4
4.35
4.3
4.25
4.2
4.15
The Course is Easy to Navigate and use Online [Online Only]
Clear, Timely, and Useful Feedback was Provided [Online Only]
I was Able to Interact with Others [Online Only]
I Have Received Adequate Technical Support [Online Only]
I Would Recommend this Online Course [Online Only]
Paul Butterfield
John Jay

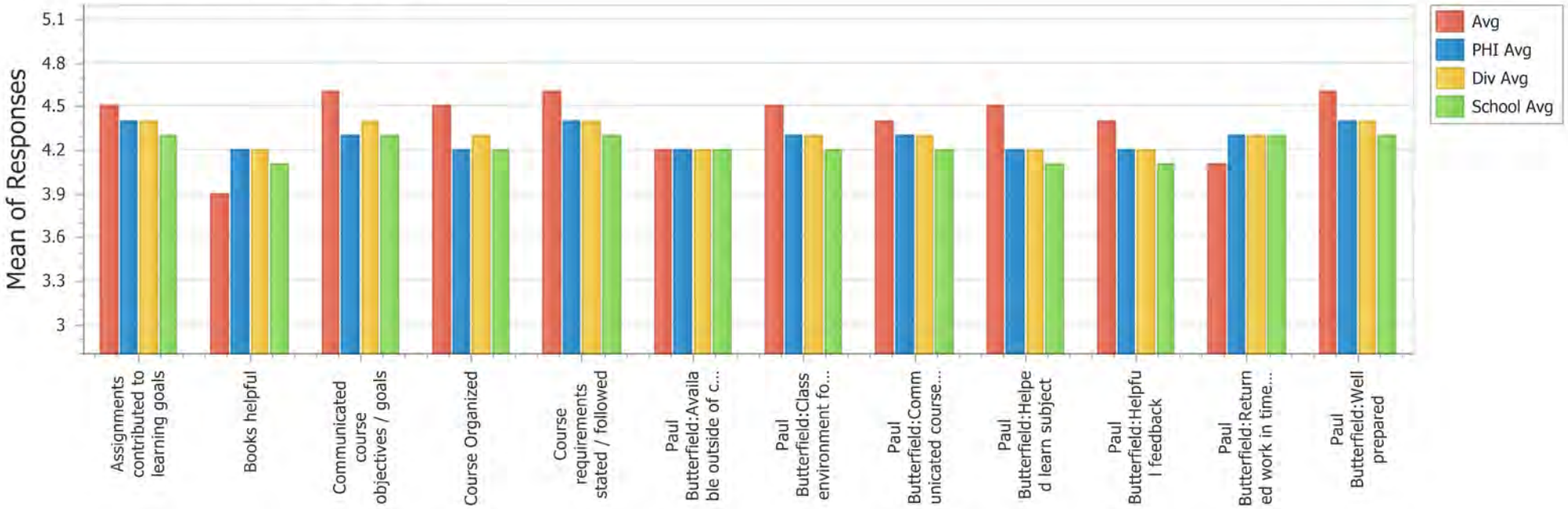
Baruch College

Fall 2017, PHI 1700 Global Ethics Section PMWA
Instructor: Butterfield, Paul (Primary)

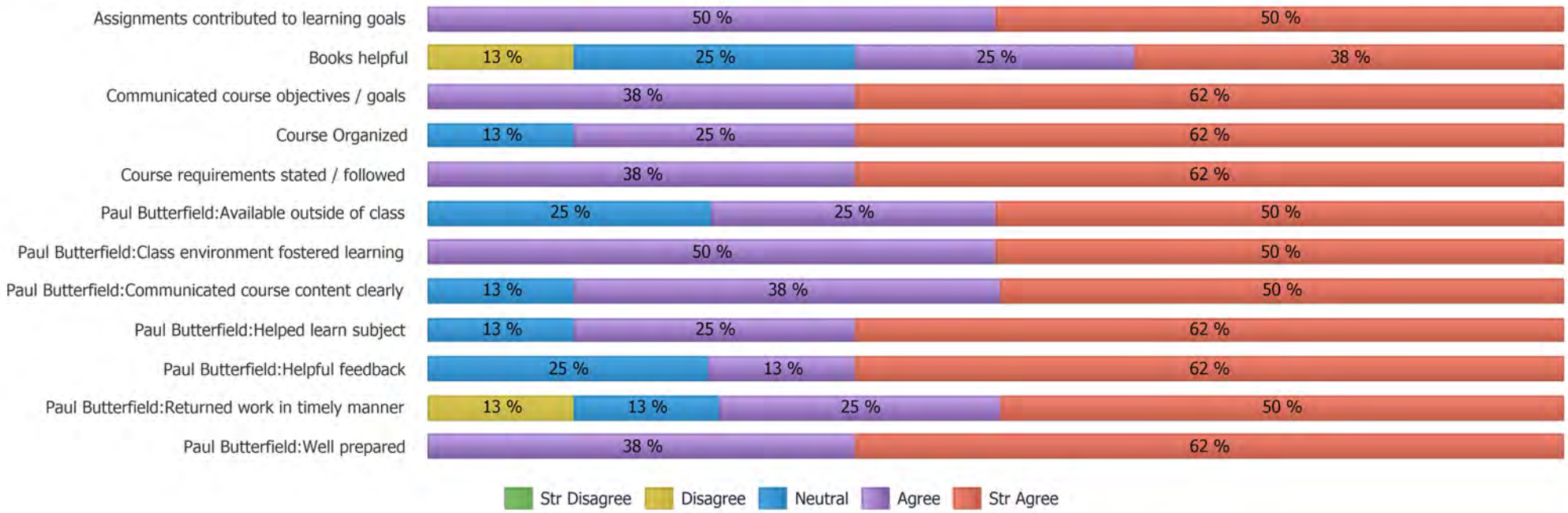
There were: 26 possible respondents.

	Question Text	N	Avg	Str Disagree	Disagree	Neutral	Agree	Str Agree	
1	The course was well organized.	8	4.5	0%	0%	13%	25%	63%	
2	The instructor communicated course objectives and learning goals.	8	4.6	0%	0%	0%	38%	63%	
3	Assignments contributed to meeting the course objectives and learning goals.	8	4.5	0%	0%	0%	50%	50%	
4	Course requirements were clearly stated and followed.	8	4.6	0%	0%	0%	38%	63%	
5	Required materials and books were helpful.	8	3.9	0%	13%	25%	25%	38%	
6	The instructor came to class well prepared.	8	4.6	0%	0%	0%	38%	63%	
7	The instructor communicated course content clearly.	8	4.4	0%	0%	13%	38%	50%	
8	The instructor taught in a way that helped me learn the subject.	8	4.5	0%	0%	13%	25%	63%	
9	The instructor provided helpful feedback.	8	4.4	0%	0%	25%	13%	63%	
10	The instructor returned assignments and examinations in a timely manner.	8	4.1	0%	13%	13%	25%	50%	
11	The instructor was available outside of class (office hours, email, etc.).	8	4.2	0%	0%	25%	25%	50%	
12	The instructor established a class environment that fostered learning.	8	4.5	0%	0%	0%	50%	50%	
13	The instructor treated students and their contributions with respect.	8	4.8	0%	0%	0%	25%	75%	
14	The instructor generated enthusiasm for learning the subject matter.	8	4.4	0%	0%	13%	38%	50%	
15	The instructor clearly explained the grading system.	8	4.8	0%	0%	0%	25%	75%	
				Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
16	The course improved my oral communication skills.	8	4.2	0%	13%	0%	13%	38%	38%
17	The course improved my written communication skills.	8	4.4	0%	13%	0%	0%	50%	38%
				Str Disagree	Disagree	Neutral	Agree	Str Agree	
18	The course challenged me intellectually.	8	4	0%	13%	25%	13%	50%	

Question Averages



Paul Butterfield Teaching PHI 1700 UGRD Global Ethics LEC In Person sec: PMWA 2017 Fall



Text Responses
Comments to improve course
(PHI 1700) To improve the class, i would say make it more a learning/debate class. I think dicussing it through respectful argument is a good way for people to learn. I personally enjoyed your class.
(PHI 1700) I wish the tests were multiple choice with no essays.
(PHI 1700) Young but very intelligent. You can tell he is still learning and loves philosophy. He has great communication skills, and is easy going in a good way. He is very relateable and funny. He made going to class fun and challenging at the same time. Tests were straightforward but no freebie. Loved this course!
(PHI 1700) Great professor! Highly recommend him for anyone taking PHI 1700.

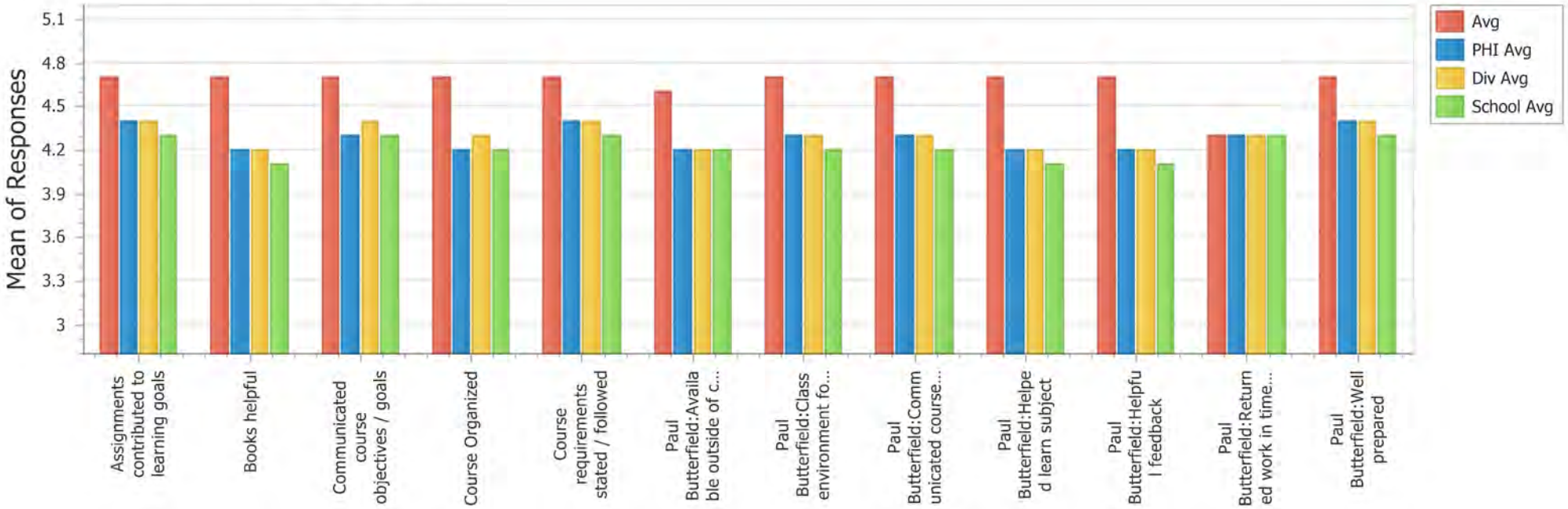
Baruch College

Spring 2018, PHI 1700 Global Ethics Section PMWA
Instructor: Butterfield, Paul (Primary)

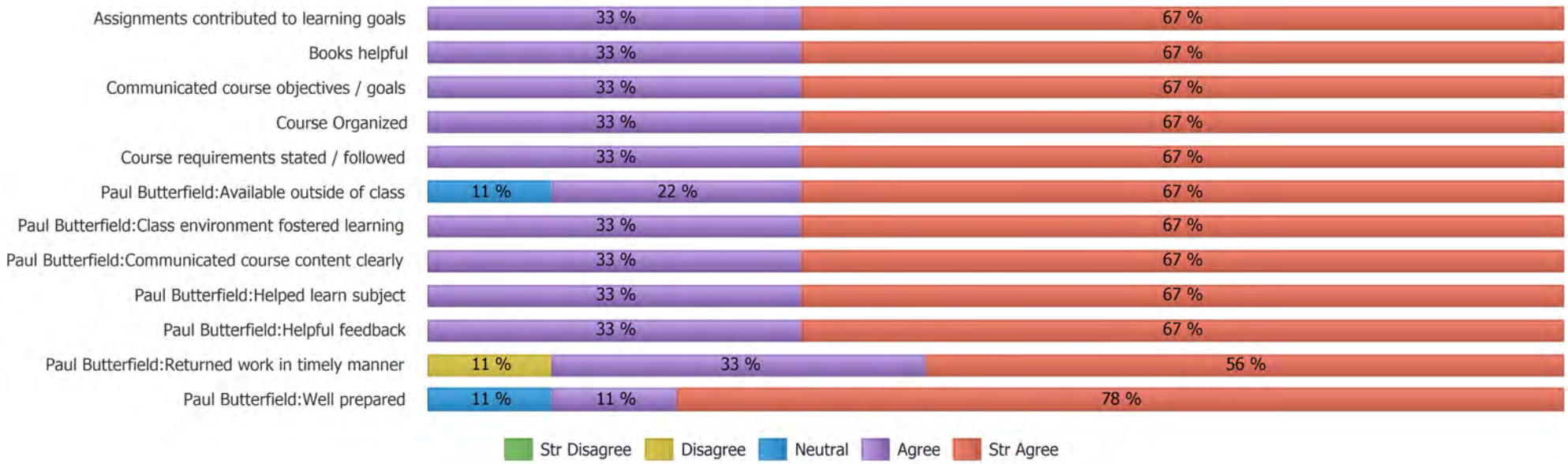
There were: 23 possible respondents.

	Question Text	N	Avg	Str Disagree	Disagree	Neutral	Agree	Str Agree	
1	The course was well organized.	9	4.7	0%	0%	0%	33%	67%	
2	The instructor communicated course objectives and learning goals.	9	4.7	0%	0%	0%	33%	67%	
3	Assignments contributed to meeting the course objectives and learning goals.	9	4.7	0%	0%	0%	33%	67%	
4	Course requirements were clearly stated and followed.	9	4.7	0%	0%	0%	33%	67%	
5	Required materials and books were helpful.	9	4.7	0%	0%	0%	33%	67%	
6	The instructor came to class well prepared.	9	4.7	0%	0%	11%	11%	78%	
7	The instructor communicated course content clearly.	9	4.7	0%	0%	0%	33%	67%	
8	The instructor taught in a way that helped me learn the subject.	9	4.7	0%	0%	0%	33%	67%	
9	The instructor provided helpful feedback.	9	4.7	0%	0%	0%	33%	67%	
10	The instructor returned assignments and examinations in a timely manner.	9	4.3	0%	11%	0%	33%	56%	
11	The instructor was available outside of class (office hours, email, etc.).	9	4.6	0%	0%	11%	22%	67%	
12	The instructor established a class environment that fostered learning.	9	4.7	0%	0%	0%	33%	67%	
13	The instructor treated students and their contributions with respect.	9	4.7	0%	0%	0%	33%	67%	
14	The instructor generated enthusiasm for learning the subject matter.	9	4.6	0%	0%	0%	44%	56%	
15	The instructor clearly explained the grading system.	9	4.7	0%	0%	0%	33%	67%	
				Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
16	The course improved my oral communication skills.	9	4.2	0%	0%	11%	22%	22%	44%
17	The course improved my written communication skills.	9	4.2	0%	0%	11%	33%	22%	33%
				Str Disagree	Disagree	Neutral	Agree	Str Agree	
18	The course challenged me intellectually.	9	4.4	0%	0%	0%	56%	44%	

Question Averages



Paul Butterfield Teaching PHI 1700 UGRD Global Ethics LEC In Person sec: PMWA 2018 Spring



Text Responses
Comments to improve course
(PHI 1700) Thank You so much. The whole semester went by smoothly. All my expectations were set correctly. Only wished the grades for exams came back sooner but its no biggie. The professors delivery style, material and resources (notes,presentations, short readings) really made learning the subject enjoyable. The professors support is presented in my grades as I did not consult any other material then what was provided. Why can't every professor teach in this manner?

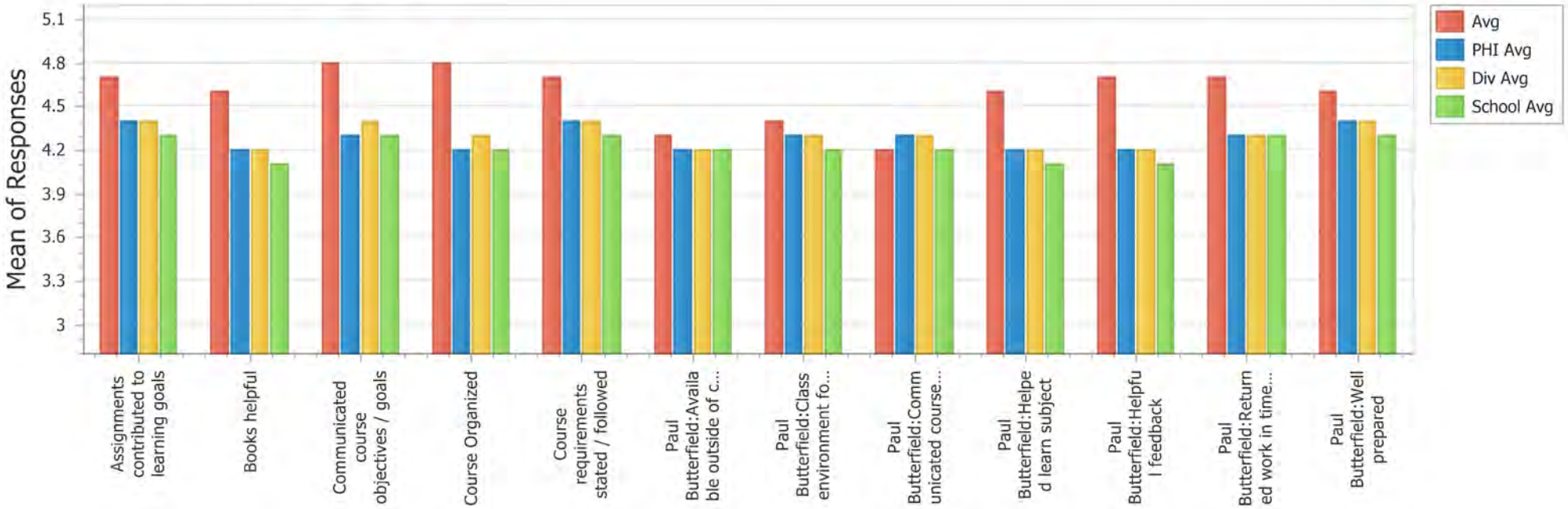
Baruch College

Fall 2018, PHI 1700 Global Ethics Section PMWA
Instructor: Butterfield, Paul (Primary)

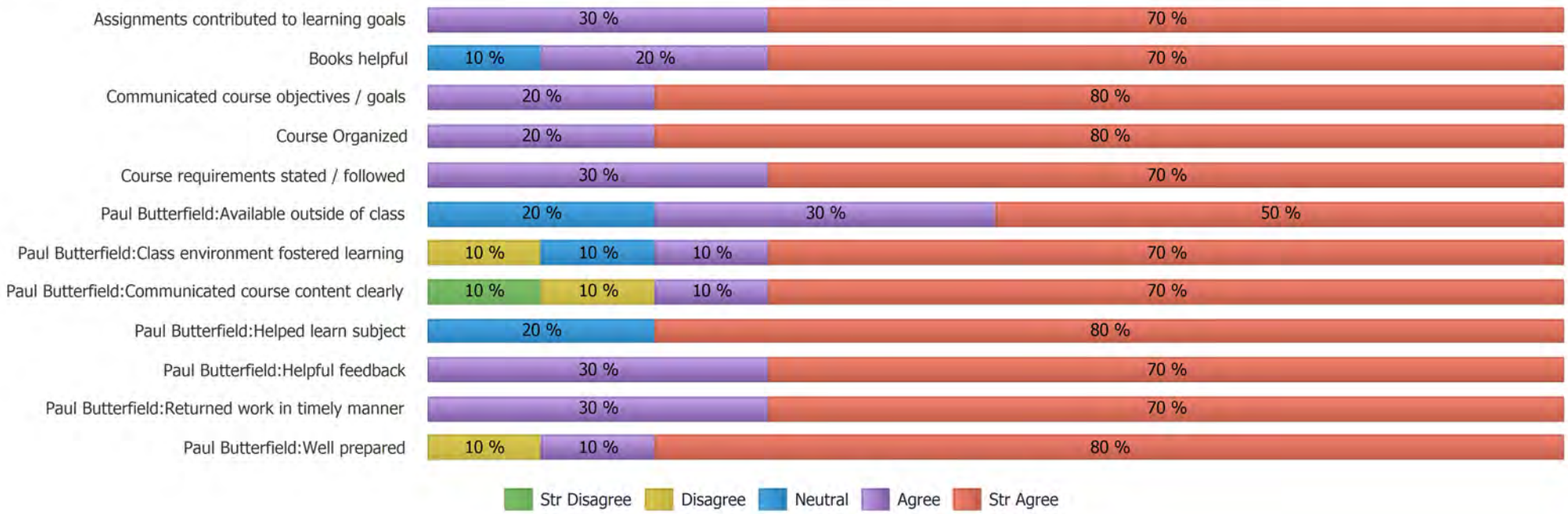
There were: 21 possible respondents.

	Question Text	N	Avg	Str Disagree	Disagree	Neutral	Agree	Str Agree	
1	The course was well organized.	10	4.8	0%	0%	0%	20%	80%	
2	The instructor communicated course objectives and learning goals.	10	4.8	0%	0%	0%	20%	80%	
3	Assignments contributed to meeting the course objectives and learning goals.	10	4.7	0%	0%	0%	30%	70%	
4	Course requirements were clearly stated and followed.	10	4.7	0%	0%	0%	30%	70%	
5	Required materials and books were helpful.	10	4.6	0%	0%	10%	20%	70%	
6	The instructor came to class well prepared.	10	4.6	0%	10%	0%	10%	80%	
7	The instructor communicated course content clearly.	10	4.2	10%	10%	0%	10%	70%	
8	The instructor taught in a way that helped me learn the subject.	10	4.6	0%	0%	20%	0%	80%	
9	The instructor provided helpful feedback.	10	4.7	0%	0%	0%	30%	70%	
10	The instructor returned assignments and examinations in a timely manner.	10	4.7	0%	0%	0%	30%	70%	
11	The instructor was available outside of class (office hours, email, etc.).	10	4.3	0%	0%	20%	30%	50%	
12	The instructor established a class environment that fostered learning.	10	4.4	0%	10%	10%	10%	70%	
13	The instructor treated students and their contributions with respect.	10	5	0%	0%	0%	0%	100%	
14	The instructor generated enthusiasm for learning the subject matter.	10	4.5	0%	0%	20%	10%	70%	
15	The instructor clearly explained the grading system.	10	4.7	0%	0%	0%	30%	70%	
				Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
16	The course improved my oral communication skills.	10	4.6	0%	0%	0%	30%	40%	30%
17	The course improved my written communication skills.	10	4.3	0%	0%	20%	20%	50%	10%
				Str Disagree	Disagree	Neutral	Agree	Str Agree	
18	The course challenged me intellectually.	10	4.3	0%	0%	20%	30%	50%	

Question Averages



Paul Butterfield Teaching PHI 1700 UGRD Global Ethics LEC In Person sec: PMWA 2018 Fall



Text Responses
Comments to improve course
(PHI 1700) Paul, you really should explain the materials more clearly. I have asked few students in our class about your teaching, and we all think that the materials you explained are confusing. Maybe you should find a better way to interpret the texts instead of just going over other philosophers' ideas.
(PHI 1700) Excellent job! I loved this class. The readings were perfectly selected, interesting, and nicely connected to class lectures/discussions. The professor wasn't just "teaching to the test." Instead, he seemed focused on engaging the students and encouraging critical thinking. It worked. I learned a lot.
(PHI 1700) Philosophy is a hard course to understand but the readings and lectures have, for the most part, made it easy for me to understand the course. Some of the readings were confusing and hard to understand but your explanations and examples in class were also helpful.
(PHI 1700) Professor Butterfield was great! The readings and topics were great and relevant to younger students so it stayed interesting. He was very funny and took the time the clarify before moving on in his classes. I would take him again!
(PHI 1700) Thank you for teaching us, very helpful teacher.
(PHI 1700) A great professor who gave me a strong interest in this subject and allowed me to have an open mind and perspective

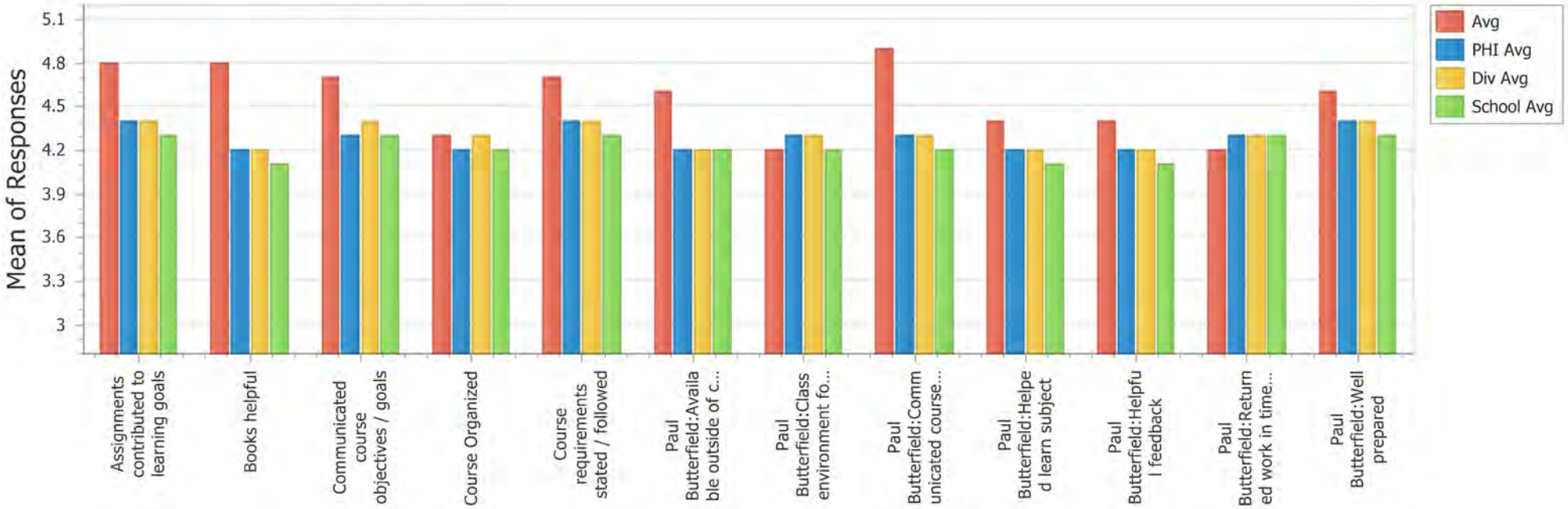
Baruch College

Spring 2019, PHI 1700 Global Ethics Section PMWA
Instructor: Butterfield, Paul (Primary)

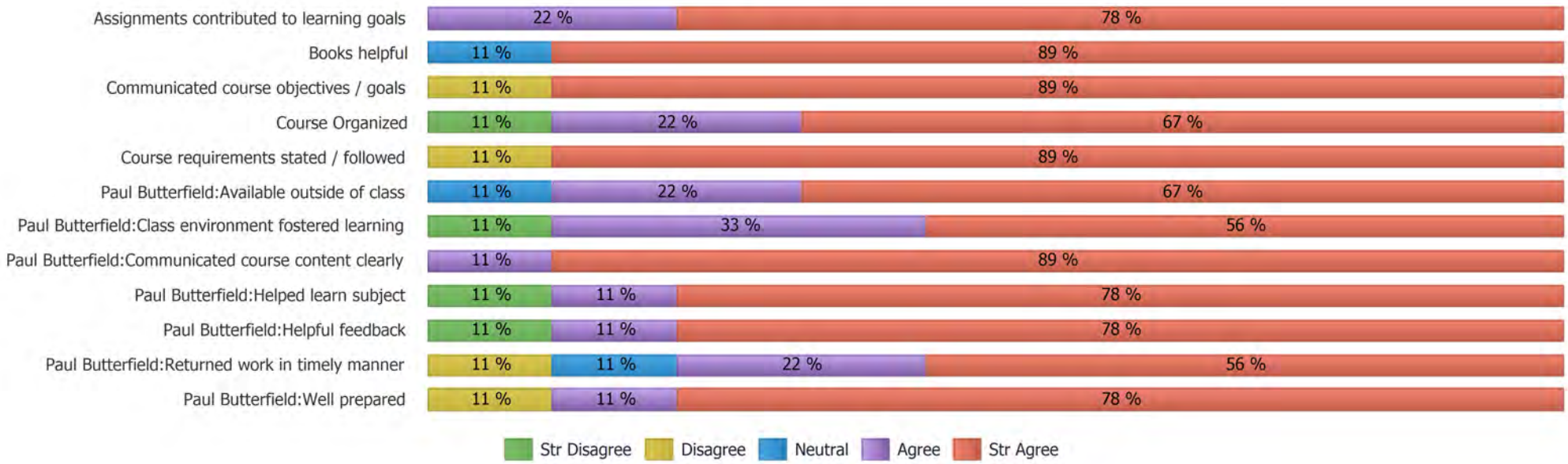
There were: 30 possible respondents.

	Question Text	N	Avg	Str Disagree	Disagree	Neutral	Agree	Str Agree	
1	The course was well organized.	9	4.3	11%	0%	0%	22%	67%	
2	The instructor communicated course objectives and learning goals.	9	4.7	0%	11%	0%	0%	89%	
3	Assignments contributed to meeting the course objectives and learning goals.	9	4.8	0%	0%	0%	22%	78%	
4	Course requirements were clearly stated and followed.	9	4.7	0%	11%	0%	0%	89%	
5	Required materials and books were helpful.	9	4.8	0%	0%	11%	0%	89%	
6	The instructor came to class well prepared.	9	4.6	0%	11%	0%	11%	78%	
7	The instructor communicated course content clearly.	9	4.9	0%	0%	0%	11%	89%	
8	The instructor taught in a way that helped me learn the subject.	9	4.4	11%	0%	0%	11%	78%	
9	The instructor provided helpful feedback.	9	4.4	11%	0%	0%	11%	78%	
10	The instructor returned assignments and examinations in a timely manner.	9	4.2	0%	11%	11%	22%	56%	
11	The instructor was available outside of class (office hours, email, etc.).	9	4.6	0%	0%	11%	22%	67%	
12	The instructor established a class environment that fostered learning.	9	4.2	11%	0%	0%	33%	56%	
13	The instructor treated students and their contributions with respect.	9	4.9	0%	0%	0%	11%	89%	
14	The instructor generated enthusiasm for learning the subject matter.	9	4.2	0%	11%	11%	22%	56%	
15	The instructor clearly explained the grading system.	9	4.9	0%	0%	0%	11%	89%	
				Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
16	The course improved my oral communication skills.	9	4.1	0%	11%	0%	33%	33%	22%
17	The course improved my written communication skills.	9	4.3	0%	11%	0%	22%	44%	22%
				Str Disagree	Disagree	Neutral	Agree	Str Agree	
18	The course challenged me intellectually.	9	3.8	11%	0%	22%	33%	33%	

Question Averages



Paul Butterfield Teaching PHI 1700 UGRD Global Ethics LEC In Person sec: PMWA 2019 Spring



Text Responses
Comments to improve course
(PHI 1700) Well taught course ????(?/2)
(PHI 1700) Very good professor able to convey the course material thoroughly.
(PHI 1700) Loved this class, great professor!
(PHI 1700) One of the best professors I have come across. Very clear, kind and interesting to listen to. He’s young and is able to deliver the material in a manner that is easy for us to pick up.
(PHI 1700) Overall an enjoyable class. I enjoyed the discussions and the professor's sense of humor in teaching the material.
(PHI 1700) Great professor!
(PHI 1700) Professor seemed very unprepared for the most of the course. His lessons were peppered with very long pauses in between thoughts to gather his words together, which in small amounts would be acceptable, but for minutes at a time was unacceptable. As a result of this lack of preparation, there was an overall apparent lack of enthusiasm in the course, because everybody turned off immediately after realizing that he was straight up just unprepared. Content of the course could have definitely been condensed more.
(PHI 1700) The professors presentation of philosophy encouraged you to think.

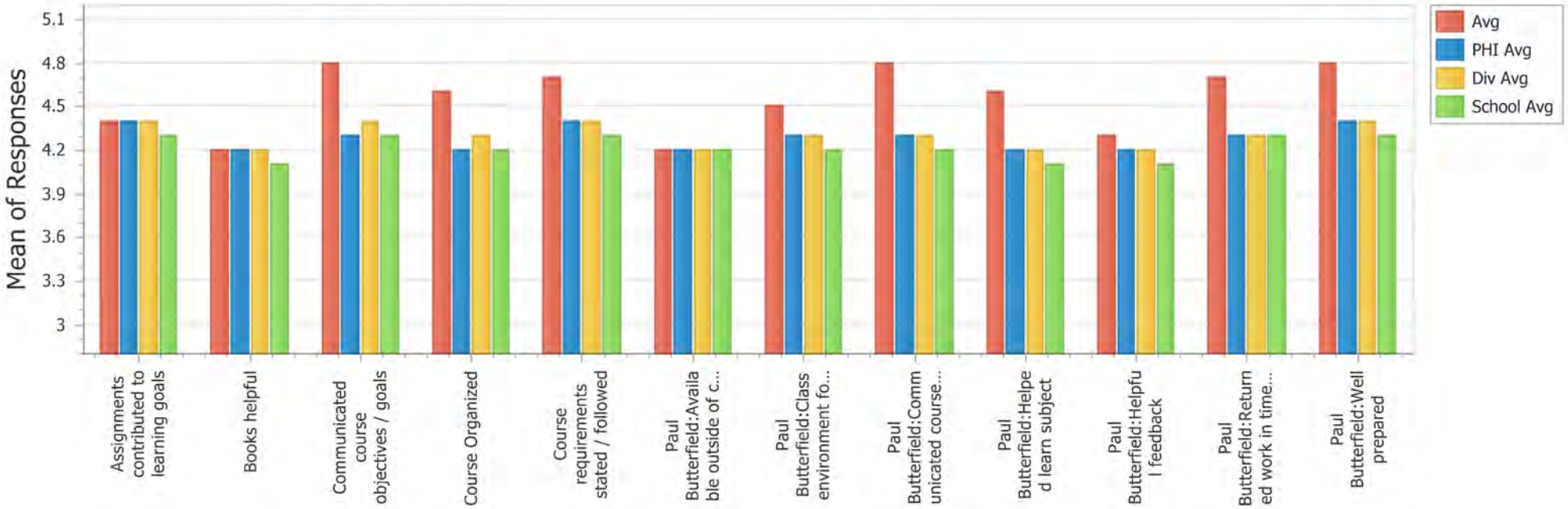
Baruch College

Fall 2019, PHI 1700 Global Ethics Section PMWA
Instructor: Butterfield, Paul (Primary)

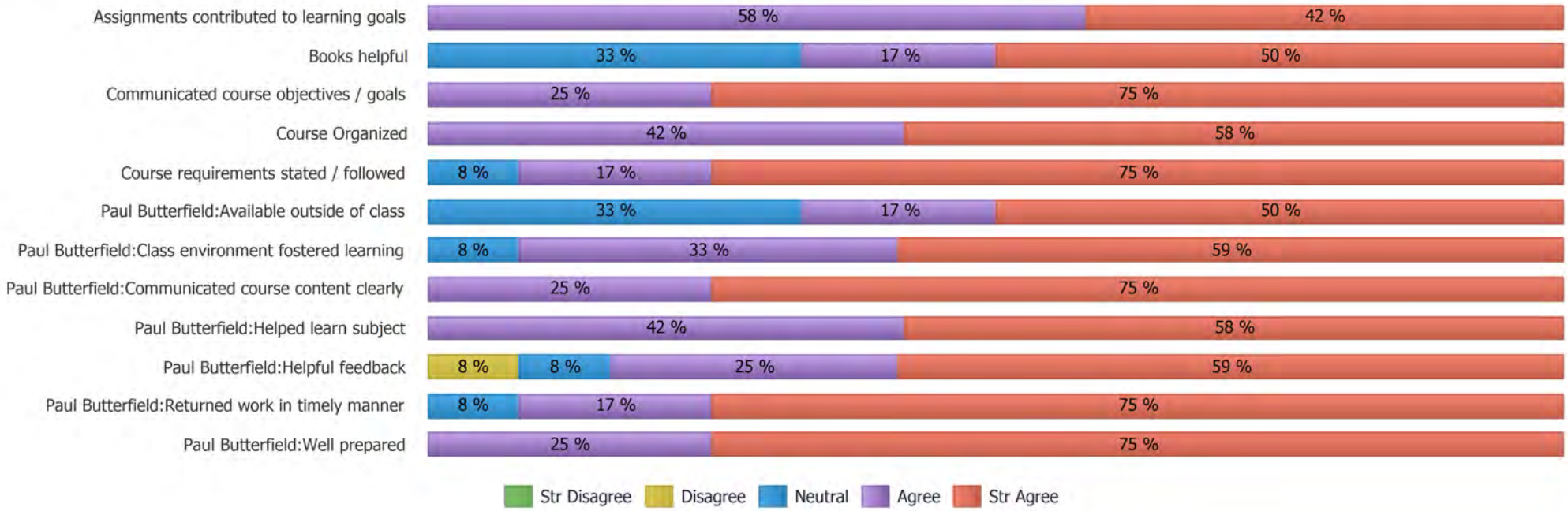
There were: 38 possible respondents.

	Question Text	N	Avg	Str Disagree	Disagree	Neutral	Agree	Str Agree	
1	The course was well organized.	12	4.6	0%	0%	0%	42%	58%	
2	The instructor communicated course objectives and learning goals.	12	4.8	0%	0%	0%	25%	75%	
3	Assignments contributed to meeting the course objectives and learning goals.	12	4.4	0%	0%	0%	58%	42%	
4	Course requirements were clearly stated and followed.	12	4.7	0%	0%	8%	17%	75%	
5	Required materials and books were helpful.	12	4.2	0%	0%	33%	17%	50%	
6	The instructor came to class well prepared.	12	4.8	0%	0%	0%	25%	75%	
7	The instructor communicated course content clearly.	12	4.8	0%	0%	0%	25%	75%	
8	The instructor taught in a way that helped me learn the subject.	12	4.6	0%	0%	0%	42%	58%	
9	The instructor provided helpful feedback.	12	4.3	0%	8%	8%	25%	58%	
10	The instructor returned assignments and examinations in a timely manner.	12	4.7	0%	0%	8%	17%	75%	
11	The instructor was available outside of class (office hours, email, etc.).	12	4.2	0%	0%	33%	17%	50%	
12	The instructor established a class environment that fostered learning.	12	4.5	0%	0%	8%	33%	58%	
13	The instructor treated students and their contributions with respect.	12	4.8	0%	0%	0%	17%	83%	
14	The instructor generated enthusiasm for learning the subject matter.	12	4.3	0%	0%	8%	50%	42%	
15	The instructor clearly explained the grading system.	12	4.6	0%	0%	8%	25%	67%	
				Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
16	The course improved my oral communication skills.	12	3.8	0%	8%	17%	50%	17%	8%
17	The course improved my written communication skills.	12	4	0%	0%	17%	58%	17%	8%
				Str Disagree	Disagree	Neutral	Agree	Str Agree	
18	The course challenged me intellectually.	12	4.2	0%	0%	8%	58%	33%	

Question Averages



Paul Butterfield Teaching PHI 1700 UGRD Global Ethics LEC In Person sec: PMWA 2019 Fall



Text Responses
Comments to improve course
(PHI 1700) Great professor. Was able to teach well and help students understand philosophy. Understood that most of us are business students and shifted the course for our minds.
(PHI 1700) Paul Butterfield is already the best teacher at Baruch and his course has no flaws. Any negative comments or ratings under 5.0 (strongly agree) are from haters and trolls who do not appreciate his excellence as an instructor. Professor Butterfield deserves a pay raise and permanent job security at this establishment since he is Baruch's greatest asset. More importantly, he is the students' greatest asset as I've learned so much from this great man and was always excited to come to class. There was never a dull moment throughout the semester and I would vote Professor Butterfield as president of Baruch College. Thank you!
(PHI 1700) Great Course. The only criticism I would have for this course is making the readings a little easier to swallow for the course itself. In all honesty, I can agree with my classmates in the fact that the explanations and class notes in the physical course were a lot easier for the class to understand than the readings were. However, altogether, gave me a great understanding of the facets of philosophy.

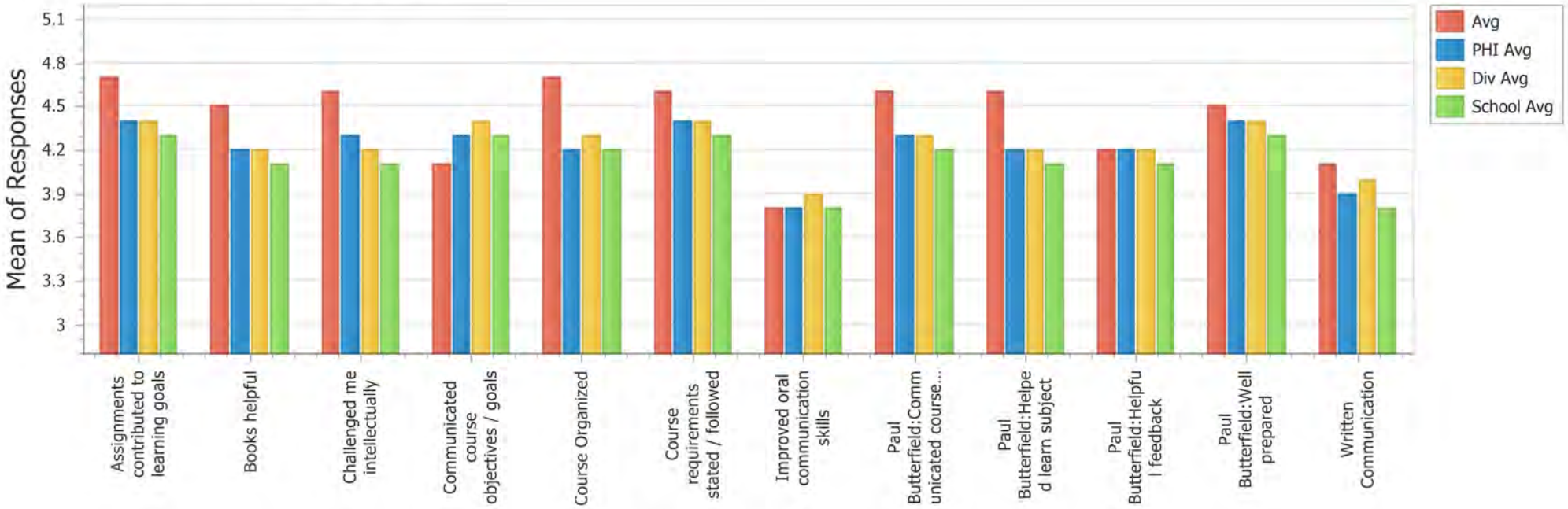
Baruch College

Spring 2020, PHI 1700 Global Ethics Section PMWA
Instructor: Butterfield, Paul (Primary)

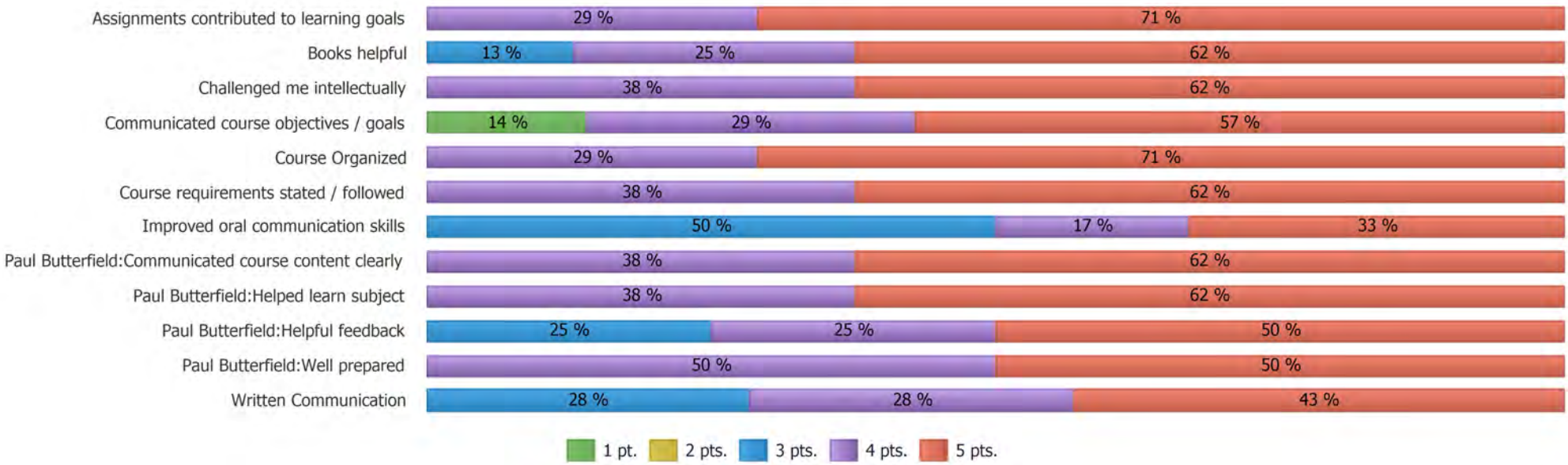
There were: 37 possible respondents.

	Question Text	N	Avg	Str Disagree	Disagree	Neutral	Agree	Str Agree	
1	The course was well organized.	7	4.7	0%	0%	0%	29%	71%	
2	The instructor communicated course objectives and learning goals.	7	4.1	14%	0%	0%	29%	57%	
3	Assignments contributed to meeting the course objectives and learning goals.	7	4.7	0%	0%	0%	29%	71%	
4	Course requirements were clearly stated and followed.	8	4.6	0%	0%	0%	38%	63%	
5	Required materials and books were helpful.	8	4.5	0%	0%	13%	25%	63%	
				Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
6	The course improved my oral communication skills.	8	3.8	0%	0%	38%	13%	25%	25%
7	The course improved my written communication skills.	8	4.1	0%	0%	25%	25%	38%	13%
				Str Disagree	Disagree	Neutral	Agree	Str Agree	
8	The course challenged me intellectually.	8	4.6	0%	0%	0%	38%	63%	
9	The instructor came to class well prepared.	8	4.5	0%	0%	0%	50%	50%	
10	The instructor communicated course content clearly.	8	4.6	0%	0%	0%	38%	63%	
11	The instructor taught in a way that helped me learn the subject.	8	4.6	0%	0%	0%	38%	63%	
12	The instructor provided helpful feedback.	8	4.2	0%	0%	25%	25%	50%	
13	The instructor returned assignments and examinations in a timely manner.	8	4.4	0%	0%	13%	38%	50%	
14	The instructor was available outside of class (office hours, email, etc.).	8	4.4	0%	0%	13%	38%	50%	
15	The instructor established a class environment that fostered learning.	8	4.6	0%	0%	0%	38%	63%	
16	The instructor treated students and their contributions with respect.	8	4.8	0%	0%	0%	25%	75%	
17	The instructor generated enthusiasm for learning the subject matter.	8	4.8	0%	0%	0%	25%	75%	
18	The instructor clearly explained the grading system.	8	4.6	0%	0%	0%	38%	63%	

Question Averages



Paul Butterfield Teaching PHI 1700 UGRD Global Ethics LEC IP-HYBRD (COVID) sec: PMWA 2020 Spring



Text Responses
Comments to improve course
(PHI 1700) Professor Butterfield was one of the best educators I have come crossed at Baruch. His class structure was educational and discussions were amazing. It was sad that we couldn't continue to physically go to class due to the pandemic but I would highly recommend taking Professor Butterfield and will take any of his courses in the future.
(PHI 1700) Paul is an amazing professor that taught this class very well. He challenged our way of thinking in an intellectual way and provided us with a different outlook on life. It was a pleasure taking this class.

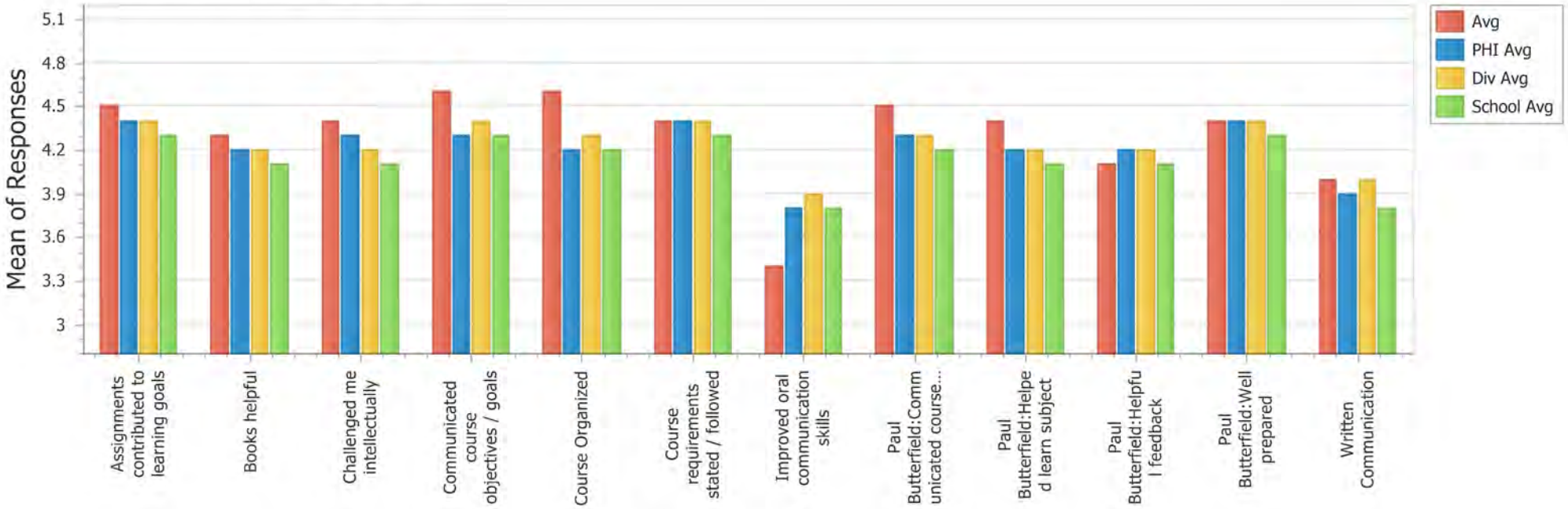
Baruch College

Fall 2020, PHI 1700 Global Ethics Section CTRA
Instructor: Butterfield, Paul (Primary)

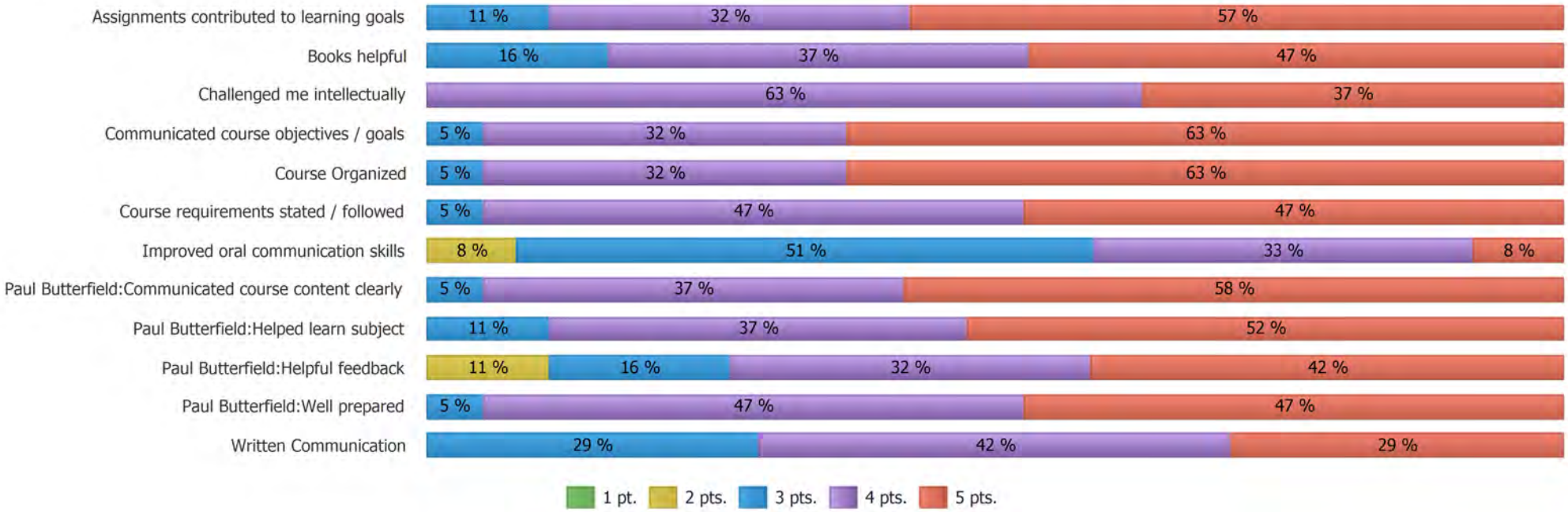
There were: 37 possible respondents.

	Question Text	N	Avg	Str Disagree	Disagree	Neutral	Agree	Str Agree	
1	The course was well organized.	19	4.6	0%	0%	5%	32%	63%	
2	The instructor communicated course objectives and learning goals.	19	4.6	0%	0%	5%	32%	63%	
3	Assignments contributed to meeting the course objectives and learning goals.	19	4.5	0%	0%	11%	32%	58%	
4	Course requirements were clearly stated and followed.	19	4.4	0%	0%	5%	47%	47%	
5	Required materials and books were helpful.	19	4.3	0%	0%	16%	37%	47%	
				Str Disagree	Disagree	Neutral	Agree	Str Agree	N/A
6	The course improved my oral communication skills.	19	3.4	0%	5%	32%	21%	5%	37%
7	The course improved my written communication skills.	19	4	0%	0%	26%	37%	26%	11%
				Str Disagree	Disagree	Neutral	Agree	Str Agree	
8	The course challenged me intellectually.	19	4.4	0%	0%	0%	63%	37%	
9	The instructor came to class well prepared.	19	4.4	0%	0%	5%	47%	47%	
10	The instructor communicated course content clearly.	19	4.5	0%	0%	5%	37%	58%	
11	The instructor taught in a way that helped me learn the subject.	19	4.4	0%	0%	11%	37%	53%	
12	The instructor provided helpful feedback.	19	4.1	0%	11%	16%	32%	42%	
13	The instructor returned assignments and examinations in a timely manner.	19	4.3	0%	0%	11%	47%	42%	
14	The instructor was available outside of class (office hours, email, etc.).	19	3.9	0%	0%	32%	42%	26%	
15	The instructor established a class environment that fostered learning.	19	4.1	0%	0%	11%	68%	21%	
16	The instructor treated students and their contributions with respect.	19	4.5	0%	0%	5%	37%	58%	
17	The instructor generated enthusiasm for learning the subject matter.	19	4.2	0%	0%	21%	42%	37%	
18	The instructor clearly explained the grading system.	19	4.3	0%	0%	11%	47%	42%	

Question Averages



Paul Butterfield Teaching PHI 1700 UGRD Global Ethics LEC Online sec: CTRA 2020 Fall



Text Responses
Comments to improve course
(PHI 1700) Really good job I enjoy the class a lot
(PHI 1700) I enjoyed the structure of the class, where I was able to learn at my own pace but still complete all of the work on time. The review sessions before exams were also very beneficial.
(PHI 1700) Maybe a clearer grading criteria for the essay midterms.
(PHI 1700) The class was great and it was fun. Maybe could have had more zoom teaching.
(PHI 1700) Overall I really enjoyed the course and thought the workload was not too much or too little.

John Jay College of Criminal Justice - CUNY

Name: PAUL BUTTERFIELD

Evaluation Session: FA18MAIN (11/28 - 12/11)

Search for Comments

Containing: Search

Tag Cloud

able absolute addition amazing amount answer answers appreciate approach asked assigned assignment attention availability awesome back based beginning believe better beyond blackboard board book boring care career cares certain challenge change chapter clarify clear clearly comes comfort comment communicate complain complete concept concern confuse confusing connect consider content continually correct credit current definite differed difficult discuss disorganization down easier easy effecting effort email emails encourage engage engaged engaging english enjoy enjoyable enjoyed enthusiam entire environment ever exam example exams excellent expected experience explain extra extreme fact fair fairly fast favorite feedback feel felt final find first follow forward found full funny further future gave give given gives giving glad grade graded grader grades grading graduate great group hand happy hard help helped helpful helps highly history homework honestly hope hours importance improve incredible individual informant insight instruct intelligence interact interest involve issue issues justice keep keeps kind know knowledable knows last late least less lesson lessons level life like liked little look love loved loves major manner materials math matter maybe methods midterm more motivate much needed never next nice notes often once online open opinion opportunities order organization outside overall paper papers part participate pass passion people perfect person persona perspective pleasurable point points possible powerpoint practical prepare present pretty problem prof professer project provide psychological question quizzes rather readings real reason receive recommend require research respect respond response review right rude same second seem seems semester sense shows skills slides speak straight structural study stuff style suggest super sure system taken takes talk talking taught teach teaches teachin test tests textbook thank thing think thorough thought time timely took topic topics tough towards tries truly trying understand until used useful uses videos view wanted wants ways week weeks well whole willing wish wonderful work world write writing wrong

Search Results

	Course	Instructor	Comment
☐	PHI210.05-P	BUTTERFIELD, PAUL	
☐	PHI210.05-P	BUTTERFIELD, PAUL	Professor Butterfield overall is a great teacher and i would love to take another one of his classes. I just believe that he should make his other students talk or share their ideas and not just rely on that one student to always be talking because it isn't fair to that student.

Misuse of this system is a violation of your school's policies and subject to appropriate disciplinary action.
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IOTA 360 EVALUATIONS

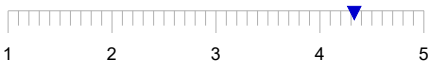
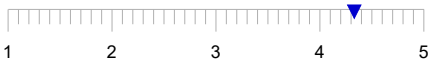
John Jay College of Criminal Justice - CUNY

Name: PAUL BUTTERFIELD

Evaluation Session: FA18MAIN (11/28 - 12/11)

FA18MAIN (11/28 - 12/11) - PHI210.05-P - Ethical Theory: BUTTERFIELD, PAUL

#	Comp: Institution Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
1	**Class lessons are well organized.**	**4.32**	**4.67**	0.35	1.02	1 2 3 4 5
2	**Course material is presented clearly.**	**4.32**	**4.67**	0.35	1.01	1 2 3 4 5
3	**Graded materials are returned soon enough to be helpful.**	**4.30**	**4.67**	0.37	1.02	1 2 3 4 5
4	**Grades are determined fairly.**	**4.40**	**4.33**	(0.07)	0.92	1 2 3 4 5
5	**Student questions or comments are handled effectively.**	**4.41**	**4.67**	0.26	0.94	1 2 3 4 5
6	**Instructional time is well used.**	**4.38**	**4.33**	(0.05)	0.96	1 2 3 4 5
7	**Efforts are made to clarify difficult points of the lesson.**	**4.41**	**4.67**	0.26	0.93	1 2 3 4 5
8	**The instructor is enthusiastic about teaching.**	**4.48**	**4.00**	(0.48)	0.88	1 2 3 4 5
9	**The instructor treats students respectfully.**	**4.57**	**4.67**	0.10	0.80	1 2 3 4 5
10	**The instructor deals fairly with different points of view.**	**4.46**	**4.67**	0.21	0.87	1 2 3 4 5
11	**The instructor attempts to motivate student interest in the course material.**	**4.39**	**4.00**	(0.39)	0.96	1 2 3 4 5
12	**The instructor demonstrates a thorough knowledge of the subject matter.**	**4.56**	**4.67**	0.11	0.79	1 2 3 4 5
13	**The instructor maintains proper order in the course.**	**4.46**	**4.67**	0.21	0.89	1 2 3 4 5
	All Scored Questions (N=3)		**4.49**			

#	Comp: Institution Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
14	**The instructor encourages students to reason for themselves.**	**4.45**	**4.33**	(0.12)	0.87	
15	**Overall, the instructor is an effective teacher.**	**4.42**	**4.33**	(0.09)	0.96	
	All Scored Questions (N=3)		**4.49**			

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IOTA 360 EVALUATIONS

John Jay College of Criminal Justice - CUNY

Name: PAUL BUTTERFIELD

Evaluation Session: FA19 MAIN (11/26 - 12/12)

Search for Comments

Containing: Search

Tag Cloud

able absolute addition amazing amount answer answers appreciate approach asked assigned assignment attention availability awesome back based beginning believe better beyond blackboard board book boring care career cares caring certain challenge change chapter clarify clear clearly comes comfort comment communicate complain complete concept concern confuse confusing connect consider content continually correct credit current definite differed difficult discuss disorganization down easier easy effective effort email emails encourage engage engaged engaging english enjoy enjoyable enjoyed enthusiasm entire environment ever exam example exams excelled expected experience explain extra extreme fact fair fairly fast favorite feedback feel felt final find first follow forward found full funny further future gave give given gives giving grade graded grader grades grading graduate great group hand happy hard help helped helpful helps highly history homework honestly hope hours importance improve incredible individual informal insight instruct intelligence interact interesante involve issue issues justice keep keeps kind know knowledgable knows last late less lesson lessons level life like liked little look love loved loves major manner materials math matter maybe methods midterm more motivate much needed never next nice notes often once online open opinion opportunities order organization outside overall paper papers part participants pass passion people perfect person persona perspective pleasurable point points possible powerpoint practical prepare present pretty problem prof profess project provide psychological question quickly quizzes rather readings real reason receive recommend require research respect respond response review right rude same second seem seems semester sense shows skills slides speak straight structural study stuff style suggest super sure system taken takes talk talking taught teach teaches teaching test tests textbook thank thing think thorough thought time timely took topic topics tough towards tries truly trying understand until used useful uses videos view wanted wants ways week weeks well whole willing wish wonderful work world write writing wrong

Search Results

	Course	Instructor	Comment
	PHI238.01-P	BUTTERFIELD, PAUL	
	PHI238.01-P	BUTTERFIELD, PAUL	Professor BUTTERFIELD is very educated on philosophy subjects. He encourages and is very eager to hear student views and opinions. He really wants students to learn and participate. He asked us around the first quarter mark of the semester to fill out a feedback sheet to help him make the class more engaging, to bring in materials, topics, and subjects that the class was interested in, and to make sure that he was being an effective teacher - this was really effective and he took the feedback that students gave very seriously and promptly implemented this information into his class. It is not the most exciting of classes, but I have definitely actually absorbed and learned things in this class rather than just memorizing them for a test and forgetting about it afterwards.
	PHI238.01-P	BUTTERFIELD, PAUL	Professor BUTTERFIELD is very educated on philosophy subjects. He encourages and is very eager to hear student views and opinions. He really wants students to learn and participate. He asked us around the first quarter mark of the semester to fill out a feedback sheet to help him make the class more engaging, to bring in materials, topics, and subjects that the class was interested in, and to make sure that he was being an effective teacher - this was really effective and he took the feedback that students gave very seriously and promptly implemented this information into his class. It is not the most exciting of classes, but I have definitely actually absorbed and learned things in this class rather than just memorizing them for a test and forgetting about it afterwards.
	PHI238.01-P	BUTTERFIELD, PAUL	Overall a very fair and interesting teacher. I would recommend him to other peers
	PHI238.01-P	BUTTERFIELD, PAUL	Professor Butterfield is the a clear and effective teacher as well as a fair grader. I feel as though my time in this class was well spent and I have definitely learned something through the constant philosophical inquiries we had in weekly discussions.
	PHI238.01-P	BUTTERFIELD, PAUL	Hi
	PHI238.01-P	BUTTERFIELD, PAUL	Overall an amazing professor with great knowledge on his topics!
	PHI238.01-P	BUTTERFIELD, PAUL	This professor is great. Very attentive, patient, oriented and calm. He knows how to motivate and reach students attention, very fair professor. Would take him again, highly suggest.
	PHI238.01-P	BUTTERFIELD, PAUL	Professor Butterfield needs to work on making his classes more engaging, since sometimes there are large periods of silence when no one wants to comment on something we have just covered in class.

	Course	Instructor	Comment
	PHI238.01-P	BUTTERFIELD, PAUL	He is very helpful when it comes to explaining the topics in depth. He makes sure you understand what he is saying.
	PHI238.01-P	BUTTERFIELD, PAUL	Was very organized, nice, and calm and collected. Very good instructor.
	PHI238.02-P	BUTTERFIELD, PAUL	
	PHI238.02-P	BUTTERFIELD, PAUL	Fun and interesting class.
	PHI238.02-P	BUTTERFIELD, PAUL	
	PHI238.02-P	BUTTERFIELD, PAUL	
	PHI238.02-P	BUTTERFIELD, PAUL	There are times when the Professor speaks to answer a question, but then continues to speak a lot and possibly resulting in slightly getting off topic.
	PHI238.02-P	BUTTERFIELD, PAUL	I like that there is only tests and no homework but then again if you do crummy on the tests, your average will suck.... Maybe extra credit? :)
	PHI238.02-P	BUTTERFIELD, PAUL	Professor Butterfield has taught me much about humor that I would have not known was such a big deal! He gets his point across clearly and gives you the opportunity to give your opinion. Great course, would take again.
	PHI238.02-P	BUTTERFIELD, PAUL	Butterfield is such a fun professor, he always tries to tie pop culture references into lessons so that we can grasp the material in a way that sticks. Careful not to offend anyone, he is also considerate to all students and their backgrounds. Comedy itself is a fun course, but Butterfield brings in an element of personality you can't get anywhere else.

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IOTA 360 EVALUATIONS

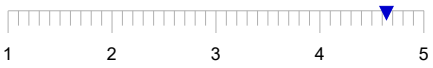
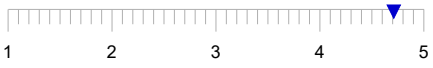
John Jay College of Criminal Justice - CUNY

Name: PAUL BUTTERFIELD

Evaluation Session: FA19 MAIN (11/26 - 12/12)

FA19 MAIN (11/26 - 12/12) - PHI238.02-P - Philosophy of Comedy: BUTTERFIELD, PAUL

#	Comp: Institution Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
1	**Class lessons are well organized.**	**4.32**	**4.50**	0.18	1.02	1 2 3 4 5
2	**Course material is presented clearly.**	**4.31**	**4.79**	0.48	1.02	1 2 3 4 5
3	**Graded materials are returned soon enough to be helpful.**	**4.28**	**4.64**	0.36	1.04	1 2 3 4 5
4	**Grades are determined fairly.**	**4.39**	**4.64**	0.25	0.93	1 2 3 4 5
5	**Student questions or comments are handled effectively.**	**4.41**	**4.71**	0.30	0.94	1 2 3 4 5
6	**Instructional time is well used.**	**4.39**	**4.79**	0.40	0.95	1 2 3 4 5
7	**Efforts are made to clarify difficult points of the lesson.**	**4.40**	**4.79**	0.39	0.94	1 2 3 4 5
8	**The instructor is enthusiastic about teaching.**	**4.49**	**4.79**	0.30	0.88	1 2 3 4 5
9	**The instructor treats students respectfully.**	**4.56**	**4.79**	0.23	0.81	1 2 3 4 5
10	**The instructor deals fairly with different points of view.**	**4.47**	**4.79**	0.32	0.87	1 2 3 4 5
11	**The instructor attempts to motivate student interest in the course material.**	**4.39**	**4.71**	0.32	0.96	1 2 3 4 5
12	**The instructor demonstrates a thorough knowledge of the subject matter.**	**4.58**	**4.79**	0.21	0.78	1 2 3 4 5
13	**The instructor maintains proper order in the course.**	**4.46**	**4.71**	0.25	0.89	1 2 3 4 5
	All Scored Questions (N=14)		**4.72**			

#	Comp: Institution Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
14	**The instructor encourages students to reason for themselves.**	**4.46**	**4.64**	0.18	0.87	
15	**Overall, the instructor is an effective teacher.**	**4.42**	**4.71**	0.29	0.97	
	All Scored Questions (N=14)		**4.72**			

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IOTA 360 EVALUATIONS

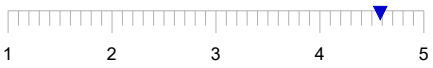
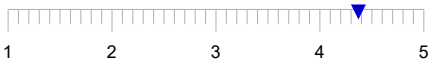
John Jay College of Criminal Justice - CUNY

Name: PAUL BUTTERFIELD

Evaluation Session: FA19 MAIN (11/26 - 12/12)

FA19 MAIN (11/26 - 12/12) - PHI238.01-P - Philosophy of Comedy: BUTTERFIELD, PAUL

#	Comp: Institution Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
1	**Class lessons are well organized.**	**4.32**	**4.42**	0.10	1.02	
2	**Course material is presented clearly.**	**4.31**	**4.47**	0.16	1.02	
3	**Graded materials are returned soon enough to be helpful.**	**4.28**	**4.63**	0.35	1.04	
4	**Grades are determined fairly.**	**4.39**	**4.63**	0.24	0.93	
5	**Student questions or comments are handled effectively.**	**4.41**	**4.47**	0.06	0.94	
6	**Instructional time is well used.**	**4.39**	**4.32**	(0.07)	0.95	
7	**Efforts are made to clarify difficult points of the lesson.**	**4.40**	**4.58**	0.18	0.94	
8	**The instructor is enthusiastic about teaching.**	**4.49**	**4.37**	(0.12)	0.88	
9	**The instructor treats students respectfully.**	**4.56**	**4.50**	(0.06)	0.81	
10	**The instructor deals fairly with different points of view.**	**4.47**	**4.68**	0.21	0.87	
11	**The instructor attempts to motivate student interest in the course material.**	**4.39**	**4.21**	(0.18)	0.96	
12	**The instructor demonstrates a thorough knowledge of the subject matter.**	**4.58**	**4.53**	(0.05)	0.78	
13	**The instructor maintains proper order in the course.**	**4.46**	**4.58**	0.12	0.89	
	All Scored Questions (N=19)		**4.49**			

#	Comp: Institution Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
14	**The instructor encourages students to reason for themselves.**	**4.46**	**4.58**	0.12	0.87	
15	**Overall, the instructor is an effective teacher.**	**4.42**	**4.37**	(0.05)	0.97	
	All Scored Questions (N=19)		**4.49**			

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John Jay College of Criminal Justice - CUNY

Name: PAUL BUTTERFIELD

Evaluation Session: FA20 MAIN (12/1 - 12/13)

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able absolute addition amazing amount answer answers appreciate approach asked assigned assignment attention availability awesome back based beginning believe better beyond blackboard board book boring care career cares caring certain challenge change chapter clarify clear clearly comes comfort comment communicate complain complete concept concern confuse confusing connect consider content continual correct credit current dates definite difference difficult discuss disorganised down easier easy effective effort email emails encourage engage engaged engaging enjoy enjoyable enjoyed enthusiasm entire environment ever exam example exams excelled expected experience explain extra extreme fact fair fairly fast favorite feedback feel felt final find first follow forward found full funny further future gave give given gives giving grade graded grader grades grading graduate great group hand hard help helped helpful helps highly history homework honestly hope hours importance improve incredible individual informal instruct intelligence interact interest involve issue issues keep keeps kind know knowledgable knows last late least less lesson lessons level life like liked little look love loved loves major manner materials math matter maybe methods midterm more motivate much needed never next nice notes often once online open opinion opportunites order organization outside overall paper papers part participant pass passion people perfect person personable please pleasurable point points possible powerpoint practical prepare present pretty problem prof profess project provide question quickly quizzes rather readings real reason receive recommend require research respect respond response review right rude same schedule second seem seems semester sense shows skills slides speak straight structural struggle study stuff style suggest super support sure system taken takes talk talking taught teach teaches teaching test tests textbook thank thing think thorough thought time timely took topic topics towards tries truly trying understanable until used useful uses videos view wanted wants week weekly weeks well whole willing wish wonderful work world write writing wrong zoom

Search Results

	Course	Instructor	Comment
☐	PHI238.02	BUTTERFIELD, PAUL	He is good at getting the point across but he tends to prolong the story so you end up getting the point three times before he moves on to the next point. This is not a bad thing but given we are learning online due to Covid it feels like the lecture becomes longer than it needs to be.
☐	PHI238.02	BUTTERFIELD, PAUL	actual in person classes
☐	PHI238.02	BUTTERFIELD, PAUL	Professor Butterfield took the time to give well written responses to our exams and explain why we got the grade we did. If something wasn't working and not all the students got a written response back (which happened once during the course), he took his time to rewrite the feedback and get them to students in a reasonable amount of time. He was also very understanding when it came to certain issues that I personally was going through at the time. He made sure to work with me in a manner that I was able to get my work in on time. This professor made such a terrible time 100% better.
☐	PHI238.02	BUTTERFIELD, PAUL	Put grades in Black board to keep track of progress.
☐	PHI238.02	BUTTERFIELD, PAUL	
☐	PHI238.02	BUTTERFIELD, PAUL	Don't take this class. It was boring and the professor talked like robot in every video lecture. Complete waste of time. There was no help or clarification on what we learned.
☐	PHI238.02	BUTTERFIELD, PAUL	Professor was extremely understanding when it came to the flexibility one had as a full-time student and worker. He would always respond to my emails and help me. Thank you.
☐	PHI238.02	BUTTERFIELD, PAUL	N/A

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IOTA 360 EVALUATIONS

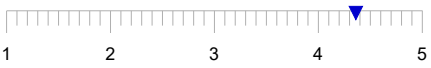
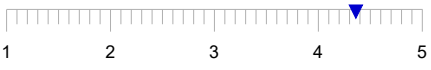
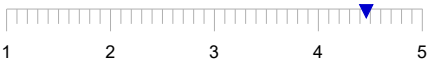
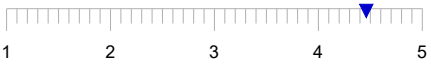
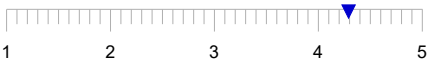
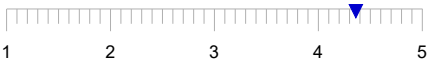
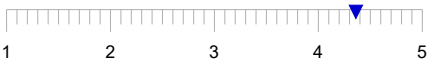
John Jay College of Criminal Justice - CUNY

Name: PAUL BUTTERFIELD

Evaluation Session: FA20 MAIN (12/1 - 12/13)

FA20 MAIN (12/1 - 12/13) - PHI238.02 - Philosophy of Comedy: BUTTERFIELD, PAUL

#	Comp: Institution Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
1	**Class lessons are well organized.**	**4.38**	**4.14**	(0.24)	0.98	1 2 3 4 5
2	**Course material is presented clearly.**	**4.38**	**4.36**	(0.02)	0.97	1 2 3 4 5
3	**Graded materials are returned soon enough to be helpful.**	**4.25**	**3.71**	(0.54)	1.11	1 2 3 4 5
4	**Grades are determined fairly.**	**4.41**	**4.29**	(0.12)	0.92	1 2 3 4 5
5	**Student questions or comments are handled effectively.**	**4.40**	**4.07**	(0.33)	0.97	1 2 3 4 5
6	**Instructional time is well used.**	**4.40**	**4.21**	(0.19)	0.96	1 2 3 4 5
7	**Efforts are made to clarify difficult points of the lesson.**	**4.41**	**4.36**	(0.05)	0.95	1 2 3 4 5
8	**The instructor is enthusiastic about teaching.**	**4.46**	**4.21**	(0.25)	0.91	1 2 3 4 5
9	**The instructor treats students respectfully.**	**4.56**	**4.21**	(0.35)	0.82	1 2 3 4 5
10	**The instructor deals fairly with different points of view.**	**4.48**	**4.36**	(0.12)	0.88	1 2 3 4 5
11	**The instructor attempts to motivate student interest in the course material.**	**4.39**	**4.14**	(0.25)	0.97	1 2 3 4 5
12	**The instructor demonstrates a thorough knowledge of the subject matter.**	**4.58**	**4.29**	(0.29)	0.79	1 2 3 4 5
13	**The instructor maintains proper order in the course.**	**4.48**	**4.14**	(0.34)	0.89	1 2 3 4 5
	All Scored Questions (N=14)		**4.26**			

#	Comp: Institution Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
14	**The instructor encourages students to reason for themselves.**	**4.48**	**4.36**	(0.12)	0.86	
15	**Overall, the instructor is an effective teacher.**	**4.43**	**4.36**	(0.07)	0.96	
17	**The course is easy to navigate and use online.**	**4.39**	**4.46**	0.07	0.94	
18	**Clear, timely, and useful feedback was provided to me during the course.**	**4.30**	**4.46**	0.16	1.04	
19	**There are sufficient opportunities for me to interact with the instructor and other students.**	**4.34**	**4.29**	(0.05)	0.99	
20	**I have received adequate technical support to complete the course.**	**4.35**	**4.36**	0.01	0.94	
21	**I would recommend this fully or partially online course to other students.**	**4.26**	**4.36**	0.10	1.12	
	All Scored Questions (N=14)		**4.26**			

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IOTA 360 EVALUATIONS

John Jay College of Criminal Justice - CUNY

Name: PAUL BUTTERFIELD

Evaluation Session: SP19 MAIN (05/01 - 5/14)

Search for Comments

Containing: Search

Tag Cloud

able absolute addition amazing amount answer answers appreciate approach asked assigned assignment attention availability awesome back based beginning believe better beyond blackboard board book boring care career cares caring certain challenge change chapter clarify clear clearly comes comfort comment communicate complain complete concept concern confuse confusing connect consider content continual correct credit current definite differed difficult discuss disorganization down easier easy effective effort email emails encourage engage engaged engaging english enjoy enjoyable enjoyed enthusiasm entire environment ever exam example exams excellence expected experience explain extra extreme fact fair fairly fast favorite feedback feel felt final find first follow forward found full funny further future gave give given gives giving glad grade graded grader grades grading graduate great group hand happy hard help helped helpful helps highly history homework honestly hope hours importance improve incredible individual informational insight instruct intelligence interact interesante involve issues justice keep keeps kind know knowledgable knows last late less lesson lessons level life like liked little look love loved loves major manner materia math matter maybe methods midterm more motivate much needed never next nice notes often once online open opinion opportunities order organization outside overall paper papers part participants pass passion people perfect person persona perspective pleasurable point points possible powerpoint practical prepare present pretty problem prof profess project provide psychological question quickly quizzes rather readings real reason receive recommend require research respect respond response review right rude same second seem seems semester sense shows skills slides speak straight structural study stuff style suggest super sure system taken takes talk talking taught teach teaches teaching test tests textbook thank thing think thorough thought time timely took topic topics tough towards tries truly trying understand until used useful uses videos view wanted wants ways week weeks well whole willing wish wonderful work world write writing wrong

Search Results

	Course	Instructor	Comment
	PHI238.01-P	BUTTERFIELD, PAUL	
	PHI238.01-P	BUTTERFIELD, PAUL	I enjoyed this course quite a bit. Professor Butterfield is a kind teacher who clearly enjoys the class material. The pace of the class isn't always consistent; on the occasion he would zip through the slides and the majority of the time he would spend ten minutes on one slide. He always encourages class discussions and is more than willing to hear everyone's point of view. He is a fair grader and gives back feedback in a reasonable amount of time. I would most likely take this professor again.
	PHI238.01-P	BUTTERFIELD, PAUL	
	PHI238.01-P	BUTTERFIELD, PAUL	It was great being in your class, however please do try to pace yourself better, and give more details on the writer of the article as well as more questions to the class. also try to bring more comedy jokes to anilyze from recent comedians. i think it would make the class more interesting to see real life comedian jokes being put under criticism.
	PHI238.01-P	BUTTERFIELD, PAUL	Great professor. The class was very interesting and Prof. Butterfield utilized videos and jokes to make the class enjoyable. I'd definitely take a class with him again.
	PHI238.01-P	BUTTERFIELD, PAUL	Great professor. Very interesting class I really enjoyed taking it. He created many great topics of discussion and I enjoyed the contents of the class.
	PHI238.01-P	BUTTERFIELD, PAUL	This class was okay but too boring for me.
	PHI238.01-P	BUTTERFIELD, PAUL	An amazing teacher
	PHI238.01-P	BUTTERFIELD, PAUL	
	PHI238.01-P	BUTTERFIELD, PAUL	
	PHI238.01-P	BUTTERFIELD, PAUL	He's a great teacher and I would rate him much higher if it weren't for the class being super boring. I thought I would learn more about modern comedians and not the history of laughter, philosophers. Also, we take too many tests when taught only 2-3 lessons so it's clearly not fair but overall he's a good teacher.
	PHI238.01-P	BUTTERFIELD, PAUL	Fun

	Course	Instructor	Comment
	PHI238.01-P	BUTTERFIELD, PAUL	Well organized. Leaves times for discussion. Accepts others opinions. Overall great class and professor
	PHI238.01-P	BUTTERFIELD, PAUL	
	PHI238.01-P	BUTTERFIELD, PAUL	Professor Butterfield, was such an amazing professor. He knew the topic very well. Was organized and was very fair about how we determine grades and we were allowed to have review sessions. He engaged the class and he always asked to share our opinion, and always looked at what we are thinking of in the same light and didnt disrespect other peoples views.
	PHI238.02-P	BUTTERFIELD, PAUL	he accepts different opinions and respects everyone in the classroom
	PHI238.02-P	BUTTERFIELD, PAUL	For . comedy teacher he's not very funny but otherwise a great teacher
	PHI238.02-P	BUTTERFIELD, PAUL	
	PHI238.02-P	BUTTERFIELD, PAUL	Has great passion for the subject. Very open to discussions. Be ready to talk.
	PHI238.02-P	BUTTERFIELD, PAUL	Great professor.

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IOTA 360 EVALUATIONS

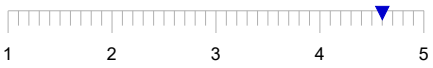
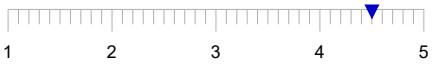
John Jay College of Criminal Justice - CUNY

Name: PAUL BUTTERFIELD

Evaluation Session: SP19 MAIN (05/01 - 5/14)

SP19 MAIN (05/01 - 5/14) - PHI238.01-P - Philosophy of Comedy: BUTTERFIELD, PAUL

#	Comp: Institution / Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
1	**Class lessons are well organized.**	**4.36**	**4.53**	0.17	1.00	1 2 3 4 5
2	**Course material is presented clearly.**	**4.36**	**4.65**	0.29	0.99	1 2 3 4 5
3	**Graded materials are returned soon enough to be helpful.**	**4.33**	**4.50**	0.17	1.01	1 2 3 4 5
4	**Grades are determined fairly.**	**4.43**	**4.25**	(0.18)	0.91	1 2 3 4 5
5	**Student questions or comments are handled effectively.**	**4.45**	**4.50**	0.05	0.90	1 2 3 4 5
6	**Instructional time is well used.**	**4.43**	**4.55**	0.12	0.92	1 2 3 4 5
7	**Efforts are made to clarify difficult points of the lesson.**	**4.44**	**4.60**	0.16	0.91	1 2 3 4 5
8	**The instructor is enthusiastic about teaching.**	**4.52**	**4.65**	0.13	0.85	1 2 3 4 5
9	**The instructor treats students respectfully.**	**4.59**	**4.74**	0.15	0.78	1 2 3 4 5
10	**The instructor deals fairly with different points of view.**	**4.50**	**4.85**	0.35	0.84	1 2 3 4 5
11	**The instructor attempts to motivate student interest in the course material.**	**4.43**	**4.50**	0.07	0.92	1 2 3 4 5
12	**The instructor demonstrates a thorough knowledge of the subject matter.**	**4.60**	**4.65**	0.05	0.75	1 2 3 4 5
13	**The instructor maintains proper order in the course.**	**4.50**	**4.55**	0.05	0.85	1 2 3 4 5
	All Scored Questions (N=20)		**4.57**			

#	Comp: Institution Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
14	**The instructor encourages students to reason for themselves.**	**4.50**	**4.60**	0.10	0.84	
15	**Overall, the instructor is an effective teacher.**	**4.46**	**4.50**	0.04	0.93	
	All Scored Questions (N=20)		**4.57**			

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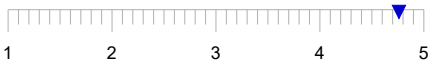
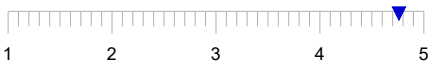
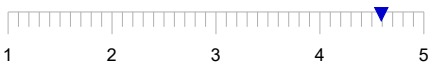
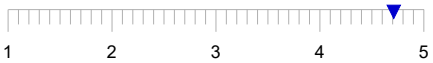
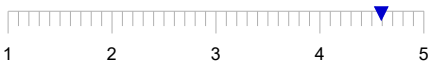
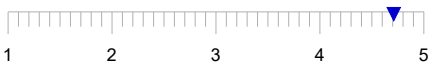
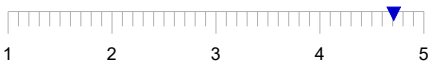
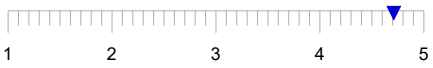
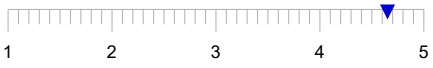
John Jay College of Criminal Justice - CUNY

Name: PAUL BUTTERFIELD

Evaluation Session: SP19 MAIN (05/01 - 5/14)

SP19 MAIN (05/01 - 5/14) - PHI238.02-P - Philosophy of Comedy: BUTTERFIELD, PAUL

#	Comp: Institution Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
1	**Class lessons are well organized.**	**4.36**	**4.76**	0.40	1.00	
2	**Course material is presented clearly.**	**4.36**	**4.76**	0.40	0.99	
3	**Graded materials are returned soon enough to be helpful.**	**4.33**	**4.59**	0.26	1.01	
4	**Grades are determined fairly.**	**4.43**	**4.71**	0.28	0.91	
5	**Student questions or comments are handled effectively.**	**4.45**	**4.59**	0.14	0.90	
6	**Instructional time is well used.**	**4.43**	**4.71**	0.28	0.92	
7	**Efforts are made to clarify difficult points of the lesson.**	**4.44**	**4.71**	0.27	0.91	
8	**The instructor is enthusiastic about teaching.**	**4.52**	**4.53**	0.01	0.85	
9	**The instructor treats students respectfully.**	**4.59**	**4.82**	0.23	0.78	
10	**The instructor deals fairly with different points of view.**	**4.50**	**4.82**	0.32	0.84	
11	**The instructor attempts to motivate student interest in the course material.**	**4.43**	**4.53**	0.10	0.92	
12	**The instructor demonstrates a thorough knowledge of the subject matter.**	**4.60**	**4.76**	0.16	0.75	
13	**The instructor maintains proper order in the course.**	**4.50**	**4.76**	0.26	0.85	
	All Scored Questions (N=17)		**4.69**			

#	Comp: Institution Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
14	**The instructor encourages students to reason for themselves.**	**4.50**	**4.71**	0.21	0.84	
15	**Overall, the instructor is an effective teacher.**	**4.46**	**4.65**	0.19	0.93	
	All Scored Questions (N=17)		**4.69**			

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John Jay College of Criminal Justice - CUNY

Name: PAUL BUTTERFIELD

Evaluation Session: SP21 Main (5/3 - 5/17)

Search for Comments

Containing: Search

Tag Cloud

able absolute addition amazing amount answer answers appreciate approach asked assigned assignment attention availability awesome back based beginning believe better beyond blackboard board book boring care career cares caring certain challenge change chapter clarify clear clearly comes comfort comment communicate complain complete concept concern confuse confusing connect consider content continually correct credit current dates definite difference difficult discuss disorganization down easier easy effective effort email emails encourage engage engaged engaging enjoy enjoyable enjoyed enthusiasm entire environment ever exam example exams excelled expected experience explain extra extreme fact fair fairly fast favorite feedback feel felt final find first follow forward found full fully funny further future gave give given gives giving grade graded grader grades grading graduate great group hand hard help helped helpful helps highly history homework honestly hope hours importance improve incredible individual informal instruct intelligence interact interesante involve issue issues keep keeps kind know knowledgable knows last late least less lesson lessons level life like liked little look love loved loves major manner materially math matter maybe methods midterm more motivate much needed never next nice notes often once online open opinion opportunities order organization outside overall paper papers part participants passion people perfect person personable please pleasurable point points possible powerpoint practical prepare present pretty problem prof professer project provide question quickly quizzes rather readings real reason receive recommend require research respect respond response review right rude same schedule second seem seems semester sense shows skills slides speak straighforward structural struggle study stuff style suggest super support sure taken takes talk talking taught teach teaches teaching test tests textbook thank thing think thorough thought time timely took topic topics tough towards tries truly trying understading until used useful uses videos view wanted wants week weekly weeks well whole willing wish wonderful work world write writing wrong zoom

Search Results

	Course	Instructor	Comment
	PHI231.02	BUTTERFIELD, PAUL	
	PHI231.02	BUTTERFIELD, PAUL	
	PHI231.02	BUTTERFIELD, PAUL	Overall I did learn a lot in this class and the professor did help in providing sufficient information on the topics presented.
	PHI231.02	BUTTERFIELD, PAUL	There are no changes that should be done everything is good.
	PHI231.02	BUTTERFIELD, PAUL	Nothing everything is great with this class
	PHI231.02	BUTTERFIELD, PAUL	Nothing for this class

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IOTA 360 EVALUATIONS

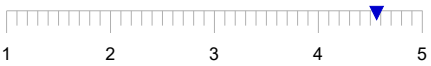
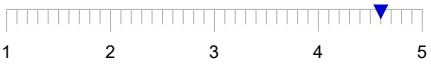
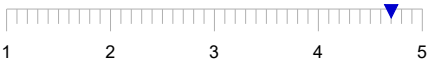
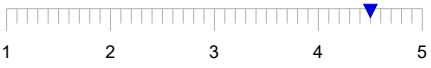
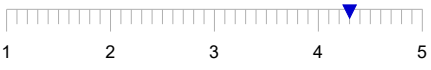
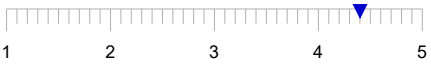
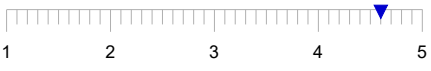
John Jay College of Criminal Justice - CUNY

Name: PAUL BUTTERFIELD

Evaluation Session: SP21 Main (5/3 - 5/17)

SP21 Main (5/3 - 5/17) - PHI231.02 - Introduction to Philosophy: BUTTERFIELD, PAUL

#	Comp: Institution / Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
1	**Class lessons are well organized.**	4.42	4.70	0.28	0.95	
2	**Course material is presented clearly.**	4.42	4.60	0.18	0.95	
3	**Graded materials are returned soon enough to be helpful.**	4.31	4.70	0.39	1.06	
4	**Grades are determined fairly.**	4.45	4.50	0.05	0.91	
5	**Student questions or comments are handled effectively.**	4.44	4.50	0.06	0.94	
6	**Instructional time is well used.**	4.44	4.50	0.06	0.92	
7	**Efforts are made to clarify difficult points of the lesson.**	4.44	4.60	0.16	0.92	
8	**The instructor is enthusiastic about teaching.**	4.50	4.40	(0.10)	0.89	
9	**The instructor treats students respectfully.**	4.59	4.78	0.19	0.79	
10	**The instructor deals fairly with different points of view.**	4.52	4.78	0.26	0.84	
11	**The instructor attempts to motivate student interest in the course material.**	4.43	4.50	0.07	0.95	
12	**The instructor demonstrates a thorough knowledge of the subject matter.**	4.60	4.80	0.20	0.77	
13	**The instructor maintains proper order in the course.**	4.52	4.60	0.08	0.85	
	All Scored Questions (N=10)		4.58			

#	Comp: Institution Question	Benchmark Avg.	My Avg.	Diff.	Std. Dev.	Rating
14	**The instructor encourages students to reason for themselves.**	**4.51**	**4.56**	0.05	0.84	
15	**Overall, the instructor is an effective teacher.**	**4.47**	**4.60**	0.13	0.93	
17	**The course is easy to navigate and use online.**	**4.46**	**4.70**	0.24	0.89	
18	**Clear, timely, and useful feedback was provided to me during the course.**	**4.37**	**4.50**	0.13	0.99	
19	**There are sufficient opportunities for me to interact with the instructor and other students.**	**4.41**	**4.30**	(0.11)	0.94	
20	**I have received adequate technical support to complete the course.**	**4.42**	**4.40**	(0.02)	0.89	
21	**I would recommend this fully or partially online course to other students.**	**4.34**	**4.60**	0.26	1.06	
	All Scored Questions (N=10)		**4.58**			

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