

Final Report of the Task Force on Evaluating Teaching

December 19, 2025



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## **Task Force on Evaluating Teaching (2025)**

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## Executive Summary

In March 2025, the Task Force on Evaluating Teaching was charged by Provost Gloria Waters with the following:

1. Investigate the current state of research and national conversations about best practices for evaluating teaching within research universities and summarize current approaches (content and process) for conducting student course evaluations at similar institutions and how they align with BU's practices.
2. Evaluate and provide recommendations for improvements to our current course evaluation system (Blue), particularly in light of MyBUStudent and the relationship between the two systems. These recommendations should aim to enhance student engagement with evaluations and the use of student-authored evaluation results in data-driven decision making among academic units.
3. Review the 2017 Task Force on Evaluating Teaching's recommendations on enhancing the evaluation process, beyond use of course evaluations, to determine recommendations for the continued development and implementation of best practices at the University.

This Task Force had the benefit of revisiting and building on the work of their predecessors from 2017-2018. In particular, the current Task Force considered previous recommendations that were not implemented and shed a contemporary light on the conversation around the evaluation of teaching. Some recommendations from that earlier Task Force were addressed before the formation of the current group – namely those calling for the implementation of a standardized online platform for course evaluations on the Charles River Campus and a standardized set of questions for courses offered through its academic units. The conversation around the evaluation of teaching has also continued to take place across a number of AAU institutions, many of whom have recently completed (or are currently undertaking) their own review of their practices and those of their peers.

In just the week before the submission of this report, AAU hosted an online forum to discuss its ongoing support of investigating how best to evaluate teaching at its institutions (this support began in earnest with the 2022 launch of an AAU Demonstration Project of evaluating teaching in STEM departments at five universities). Researchers from participating institutions presented a framework that aligns in important ways with the recommendations and perspectives of this Task Force, including the call to situate student-authored feedback within a much broader – and peer-led – evaluation of teaching. The panelists also spoke to a number of factors that have impacted the higher education landscape since BU's 2018 Task Force completed its work. These include the rise of new technology (generative AI) impacting teaching and

learning; an ongoing shift in learning environments and modalities since COVID and resulting challenges to keeping students engaged in the feedback process; and the increase in the number of teaching faculty positions at AAU institutions.

The Task Force has investigated a number of internal and external perspectives and practices in producing this report. BU is in line with several industry best practices, including a desire to improve learning and teaching quality, distributing student-authored course evaluations through a structured and reliable format, and asking instructors and students to consider equity and inclusion within the evaluation of teaching. However, there are several opportunities to enhance our evaluation of teaching across the university and strengthen a demonstration of BU's values in the process. The Task Force has identified the following key opportunities:

**Continue to use and promote multiple measures for summative evaluation of teaching** to reduce the over-reliance on student-authored evaluations in personnel decisions and share how different colleges measure the importance of teaching differently and across faculty positions.

**Reinforce the purpose and role of student-authored evaluations for the BU community as a formative assessment to help instructors improve their effectiveness in supporting learning** and communicate a university-wide framework for faculty and academic unit administrators (chairs, deans) to engage with student-authored evaluations as one input within a broader holistic evaluation of teaching for key decision moments, such as contract renewals, promotion and tenure, and faculty annual reviews.

**Provide information and training resources to those in the academic units most frequently using evaluation data:** including deans and chairs (and others who may be evaluating faculty teaching) on how best to use student-authored evaluation data for decision-making; faculty and instructors on how to gain the most from student-authored evaluations; and students on how to provide constructive feedback.

**Improve the process of student-authored feedback on teaching** by updating the current University-wide question set to improve the quality of feedback from students; trying to increase response rates by implementing an optional opportunity for instructors to gather mid-course feedback; and allowing students to view results to certain questions on this University-wide form (the latter two of which reflect non-implemented recommendations of the 2017-18 Task Force).

## Historical Contexts: 2022-2025

From the recommendations articulated by the 2017-18 Task Force, an institutional priority was to standardize to a large extent student-authored course evaluations. In fall 2022, the Assistant Provost for Academic Assessment (APAA) was charged with addressing the first two recommendations of that earlier Task Force:

1. Boston University should adopt a university-wide online student feedback survey that is brief and includes both quantitative and qualitative elements. In addition to the core questions given to every School and College, additional, customizable questions can be included at the discretion of individual Schools, Departments, and faculty members.
2. Boston University should adopt online course feedback forms following set guidelines for administering the evaluations to ensure maximum response rates (generally, they should be administered in class during a predetermined two-week window to maintain response rates comparable to paper evaluations). A move to provide course feedback online ensures that all stakeholders receive results quickly and efficiently.

A vendor review and RFP process was completed in fall 2022 (undertaken with a committee recruited from across the University's colleges and schools). This committee's preferred vendor was Explorance, whose course evaluation system (Blue) was – and continues to be – widely used across AAU institutions and several Boston-area universities and colleges. Implementation of Blue began in spring 2023, with a pilot in summer 2023, and CRC-wide implementation that fall. Although Blue was integrated with the legacy system of record for course data, after the University-wide implementation of MyBU (CampusSolutions), a second integration with Blue was established. This ensured that the creation of evaluations was automated and based on official course, instructor, and student data.

During AY2022-23, various discussions were held with Undergraduate, Graduate, Faculty Affairs, and Faculty Councils to discuss the project and establish policies and guidelines for moving CRC schools and colleges to a single online platform with a standard question set. These policies have been occasionally revised, especially after the implementation of MyBU, through consultation with these groups. The most recent revisions occurred in February 2024, on the guidance of these Councils.

Key policies include the following:

- although an evaluation is created for all courses, regardless of the number of enrolled students, reports are only viewable to instructors when four or more

students have responded (all results are viewable to chairs, associate deans, and deans)

- the number of days for which evaluations are open is based on the length of the course, with evaluations scheduled to close on the last day of instruction or the following day (for courses running for the full term and thus having a designated final examination period)
- reports are made available to instructors after final grades have been posted.

Through Blue, the University has asked students to provide feedback on courses using the original set of questions from 2018 Task Force (with the addition of a question on inclusivity):

#### Course Content and Instruction:

1. How organized did the course seem to you?  
(Not organized at all, slightly organized, moderately organized, very organized, extremely organized)
2. How well were the course learning objectives communicated?  
(Not at all, slightly well, moderately well, very well, extremely well)
3. How well did the course fulfill its stated learning objectives?  
(Not at all, slightly well, moderately well, very well, extremely well)
4. How much did you learn from this course?  
(Nothing, a little, some, a moderate amount, a great deal)  
Please explain your response.  
(Open-ended comments)
5. What were the most valuable aspects of the course?  
(Open-ended comments)
6. How well did the course foster a sense of belonging and an inclusive climate that was supportive of learning for all students?  
(Not at all, slightly well, moderately well, very well, extremely well)

#### Additional Feedback:

7. If you have additional comments about this course, please provide them below.  
(Open-ended comments)

#### Student Learning:

8. What skills or knowledge did you learn or improve in this course?  
(Open-ended comments)

#### For Students:

9. What advice would you give to students considering taking this course in the future?

(Open-ended comments)

Student effort:

10. What percentage of class meetings did you attend?  
(0-20, 20-40, 40-60, 60-80, 80-100)

11. Outside of class, how many hours per week on average did you spend preparing for class and working on course-related projects and assignments?  
(0-4, 4-8, 8-12, 12-15, 16+)

Colleges and schools were invited to include their own question sets to supplement this CRC-wide questionnaire, provided that any additional questions adhered to the Task Force’s recommendation for an evaluation process that encouraged students to be reflective on learning, rather than providing direct feedback on the instructor. As of the writing of this report, 10 colleges and schools (plus the BU Hub) ask unique questions for students enrolled in their courses; these questions appear as a second page on the evaluation form. See Appendix C.

As expected, Blue has modernized the process of gathering student feedback on courses in several manners. The creation and distribution of evaluation forms is automated and integrated with the University’s source of record for course data (MyBU), college and school staff (usually reporting to an associate dean) are able to review courses designated for evaluation during the term and opt out of courses or sections not typically evaluated, and reports are automatically generated for instructors and department and college or school leadership. The challenge in improving this process is to increase student engagement in providing feedback and understanding its value. Across AY 2023-24 and 2024-25, approximately 640,900 evaluation forms were distributed to students via Blue (a link to these evaluation forms has also been included in the Blackboard site for individual courses). Overall response rates have remained under 50% and have not increased since the implementation of this platform:

<b>Term</b>	<b>Overall Response Rate</b>	<b>Responses</b>	<b>Forms Distributed</b>
<b>Fall 2023</b>	49%	81,500	166,000
<b>Spring 2024</b>	44%	63,600	143,400
<b>Fall 2024</b>	45%	80,800	180,000
<b>Spring 2025</b>	44%	66,000	151,500

Response rates to college- and school-specific evaluation forms have varied, with some falling well under the overall response rate and others far exceeding it. This suggests that although students are invited to provide feedback on a course through both the standardized set of questions and college- or school-specific ones appearing immediately after them, some students respond only to one set of questions.

With this in mind, the Task Force has considered increasing response rates and student engagement with and interest in them to be critically important in reviewing the process of evaluating teaching.

## Response to Charge 1

**Investigate the current state of research and national conversations about best practices for evaluating teaching within research universities and summarize current approaches (content and process) for conducting student course evaluations at similar institutions and how they align with BU’s practices.**

The Task Force addressed this charge with two investigations aimed at understanding the national conversation around the evaluation of teaching: (1) a review of practices (both for the holistic evaluation of teaching and student-authored feedback) across the 30 other private AAU institutions and (2) a literature review of scholarly and non-peer-reviewed articles on the matter since 2018 (i.e., since the submission of the previous Task Force’s report).

### Current Practices at Private AAU Institutions

This review centered on private universities, because the Task Force wanted to compare BU with other institutions whose evaluation of teaching practices were determined by the universities themselves, rather than by state systems or decision-makers. The review considered the following questions, directly relevant to the Task Force’s charges:

Question	Yes	No	Additional Information
Are guidelines and resources for the evaluation of teaching for purposes of, e.g., review, promotion, and tenure managed by a central administration office?	0	30	Such guidelines are managed by colleges, schools, and divisions at all AAU institutions reviewed
Are student-authored course evaluations standardized across the university (i.e., in a university-wide evaluation instrument)	23	3	
Can additional questions be added to the standard course evaluation instrument?	18	2	What level are these additional questions managed? Instructor (15); college (7); department (2)

Does the evaluation form(s) include questions about the instructor (e.g., overall rating)?	15	3	
Are any evaluation results published for students to access?	21	8	At one university, this varies across its schools

The Task Force paid particular attention to 14 of the 30 universities that publish online their standard question sets for student feedback. The content of these sets varies, although most schools include questions about learning outcomes/depth of learning and instructor feedback, and more than half include questions about student effort, pedagogical methods (such as class formats, components, and course organization), and course materials/assignments.

Of these schools:

**most include** questions about:

- learning outcomes or depth of learning (13/14)
- instructor feedback (13/14)

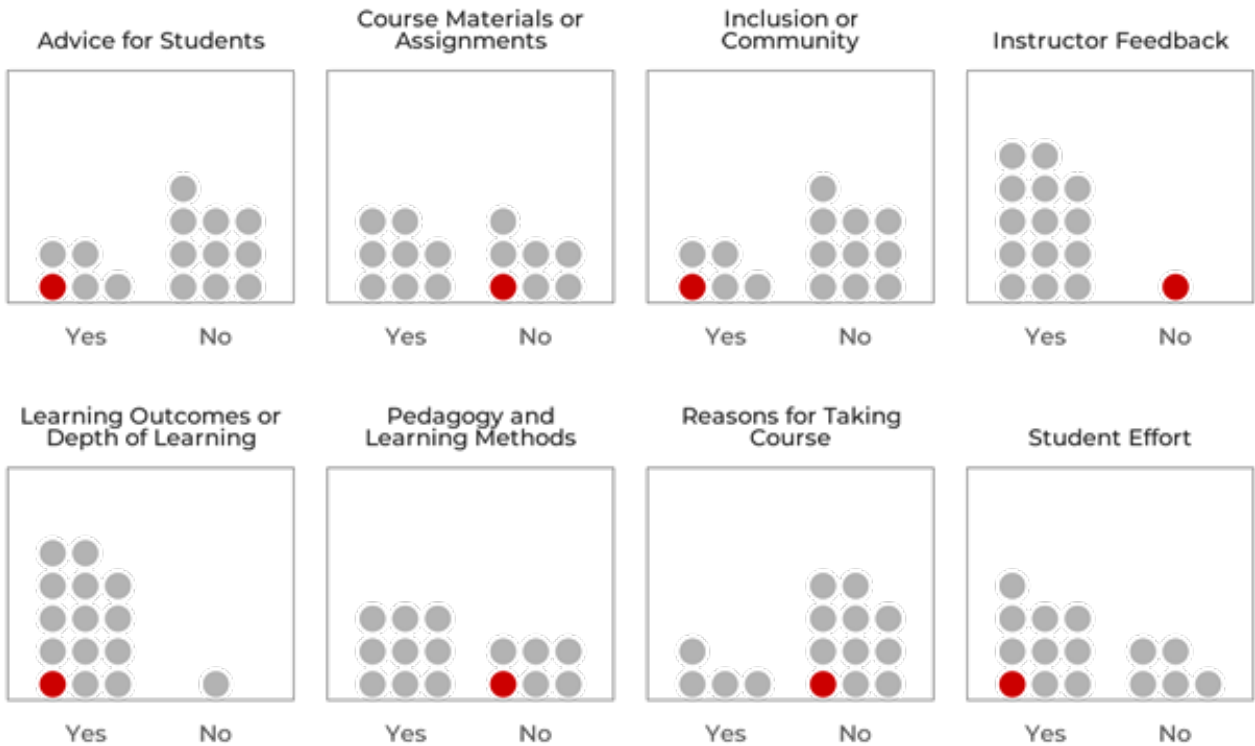
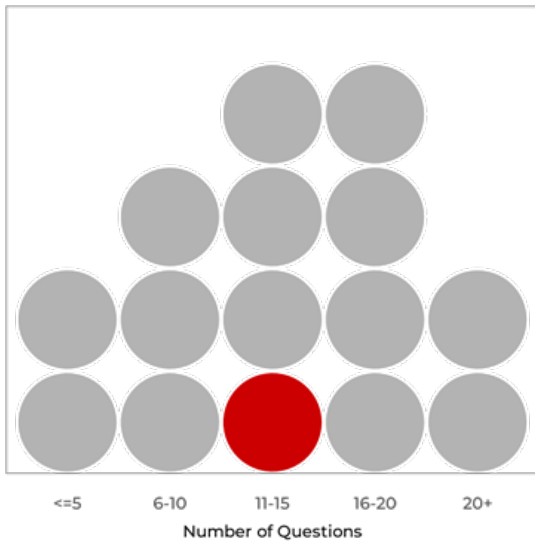
**more than half** also include questions about:

- student effort (10/14)
- pedagogical methods (such as class formats, components, course organization) (9/14)
- course materials or assignments (8/14)

**only a few** included questions about:

- inclusion or community (4/14)
- reason for taking course (4/14)
- advice for students taking the course in the future (4/14).

The following charts situate BU (in red) among these 14 AAU institutions and the number and content of their questions included on the standardized evaluation form distributed to students:



Finally, the Task Force reached out to several of these 14 universities to inquire whether they would be willing to discuss their current practices for the evaluation of teaching. This invitation led to individual discussions with those managing course evaluations at Carnegie Mellon, MIT, Tulane, and Vanderbilt. All of these institutions have recently convened (or are about to do so) a similar Task Force to make recommendations on the evaluation of teaching, and all of them publish some evaluation results for students.

The insights that we have into AAU practices are limited to what other institutions publicly share online (with the exception of the four institutions cited above), so it is challenging to compare all aspects of research-backed best practices with actual implementation at AAU institutions. However, we can compare a few measures across AAU and within BU and identify commonalities among best practices:

- The desire to tie evaluations to **improved learning and teaching quality** is common across best practices, AAU institutions we contacted, and at Boston University. Among representatives from the four universities willing to hold individual meetings, common themes emerged: input sought from students is framed as feedback, rather than an evaluation of the course, and this feedback is intended first and foremost to support teaching and learning. This is in line with BU's values of excellence and learning.
- **Transparency** is practiced both in making evaluation forms available to faculty and with 70% of AAU institutions providing some evaluation results available for students to access. This supports BU's value of integrity and our commitment to transparency.
- Most student evaluation forms appear to be **structured and reliable formats**, with questions using language students would use or easily understand and behavior-based items. For example, all surveyed AAU schools use Likert scales, and 11 out of 15 (including Boston University) capture open responses. The language most schools used was descriptive and specific, helping to ensure understanding among students, with most focusing on specific behaviors that would have an impact on learning.
- Some of the AAU institutions, including Boston University, capture student perceptions of **equity and inclusivity** as elements of teaching quality. This best practice relates to BU's value of inclusion and finding strength in difference.

## Literature Review

The Task Force consulted several peer-reviewed and non-peer-reviewed articles on the evaluation of teaching (a bibliography is included in the appendices), from which several common recommendations arose. The majority of these articles were published from 2018 onward, since the 2017-18 Task Force conducted their own literature review of (at that time) recent scholarly pieces.

The common themes and recommendations are:

- student-authored evaluations should not be the sole means of evaluating teaching; rather, they should be used alongside multiple measures

- the purpose of student feedback should be clarified as formative, rather than evaluative, and faculty support to use this feedback accordingly should be provided
- bias in student-authored feedback must be addressed<sup>1</sup>
- the questions asked of students should use specific, behavior-based items (e.g., seek to know “what happened...?” rather than “how effective...?”)
- sound administrative practices must be in place for student feedback (including timing, preserving anonymity, and consistent delivery)
- equity and inclusivity are elements of teaching quality
- feedback prompts should seek to validate a relationship to student outcomes.

There are, then, a number of opportunities for the University to consider in remaining aligned with best practices. These are discussed at length below.

## Response to Charge 2

**Evaluate and provide recommendations for improvements to our current course evaluation system (Blue), particularly in light of MyBUStudent and the relationship between the two systems. These recommendations should aim to enhance student engagement with evaluations and the use of student-authored evaluation results in data- driven decision making among academic units.**

In March 2025, the Task Force surveyed representatives from the University’s colleges and schools on their desire for revising the course evaluation form distributed to students across CRC academic units. The survey first asked whether or not the form should be revised and, if so, if the respondent had any specific suggestions. Task Force members were asked to speak with their colleagues in order to submit a response capturing their consensus, and – for those colleges and schools not represented on the Task Force – associate deans were asked to do the same. Of the 14 colleges and schools responding to this first survey (a second survey is discussed in Response to Charge 3), 8 answered that they felt the form should be revised. Perhaps not surprisingly, the suggestions for doing so reflected a range of college perspectives and needs. The Task Force sees, then, a balance between revisions that will benefit the greatest number of instructors and students in the standardized evaluation form and the autonomy of

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<sup>1</sup> In response to these findings, the Task Force also analyzed student-authored evaluation results from AY 2024-25, the first year of using MyBU (CampusSolutions) as the University’s new SIS. No significant difference was found in student feedback on instructors disaggregated by gender and ethnicity, and the best predictor of a student submitting an evaluation was the expected final grade. Moreover, among submitted evaluations from that academic year, the student’s final grade was found to have a larger correlation with the student’s responses to Lykert-scaled questions than any other data field considered. The higher the grade, the higher the responses to these scaled questions.

colleges and schools to address unit- or discipline-specific matters in their own sets of questions.

Informed by both this internal polling and the findings relevant to the first charge (common practices at private AAU institutions and literature review of scholarship on evaluating teaching), the Task Force considered how to improve the University's current practices for course evaluations without suggesting wholesale changes to them.

The Task Force acknowledges that (1) its predecessor in 2017-18 focused on reducing bias while moving the University towards a standardized evaluation form and (2) we have the benefit of their insights while looking for opportunities to refine their work and maintain a broader perspective on the role of student-authored feedback in evaluating teaching. The Task Force's overall approach, then, is to encourage those strategies that are working well for colleges and schools while incorporating modern best practices. We also wish to clarify the purpose of student-authored feedback for the BU community as:

- a tool to help instructors improve their effectiveness in driving learning
- one input within a broader holistic evaluation of teaching for contract renewals, promotion and tenure, as well as faculty annual reviews
- an opportunity to demonstrate alignment with BU's values of integrity, inclusion, community, collaboration and excellence.

To support these points, the Task Force recommends the following.

## Updating the course evaluation form to improve quality and usefulness of feedback

In 2023, with the implementation of Blue, the University also implemented a question set for student-authored feedback that had been recommended by the 2017-18 Task Force. A distinguishing goal of this form was to encourage students to reflect on the learning process and think of their feedback as an evaluation less of instructor-instruction than of the course and learning in it. This is the sole recommendation of the previous group from which the current Task Force departs. Since 2023, there have been persistent requests among the University's colleges and schools to re-establish questioning that asks about the instructor and/or instruction, primarily in order to allow academic units some data point by which to measure teaching effectiveness comparatively and/or longitudinally. This has been widely seen as a helpful data point in review, promotion, tenure, and reappointment considerations. Moreover, 15 of the private AAU institutions whose question sets the Task Force was able to review include specific questions about individual elements of instruction – and not just an 'overall' question – including teaching style, resources, and feedback provided to students.

These nuanced questions that address an array of teaching strategies provide a model that the Task Force believes will be effective at BU.

In response to these findings, the Task Force recommends the following questions for the standardized evaluation form. The Task Force also recommends a revised scale of 1-5 (with 1 being not at all/very poor quality/never and 5 being extremely well/very high quality/always). Proposed additions to the current evaluation form are in bold. As discussed below, the asterisk (\*) indicates a question whose results should be made available to students:

1. Course learning objectives were clearly communicated.
2. This course fulfilled its stated learning objectives.\*
3. This course fostered an inclusive climate and treated all students fairly.
4. **How would you rate the overall instructional quality of the course?**
5. **Class time was useful and contributed to overall learning.**
6. **How would you rate the quality of the instructor's feedback to students?**
7. **Feedback and graded assignments were provided in a timely manner.**
8. **How would you rate the quality of the instructional materials and tools used in this course?\***
9. **The instructor used multiple methods or strategies to support your understanding of the course content.**
10. If you have additional comments about this course, such as pacing, assessments, assignments, and other learning tools, please provide them below.  
(Open-ended question)

This revised set of questions still asks students to reflect on learning objectives but removes broader questions about quantifying learning ("how much did you learn from this course?" and its accompanying, open-ended question; the open-ended "what skills or knowledge did you learn or improve in this class?") and questions on student effort ("what percentage of class meetings did you attend?"; "outside of class, how many hours per week on average did you spend preparing for class and working on course-related projects and assignments?"). One current question that the Task Force recommends removing – asking student what advice they would offer to students taking the course in the future – merited further discussion but presented a crux. While this is a question whose results might be particularly valuable to share with students, we feel that it is still better suited as an open-ended question; however, as discussed below, we do not recommend sharing with the student community results to questions of this type, because, sharing the results of qualitative questions to the student community may inadvertently share biased or harmful commentary. Moreover, asking students to give advice to their peers may yield information that is more valuable at the local level (within an academic program) and so may be more effective if included in college- or school-level questions. The burden would be on the faculty member to share feedback from that question with future students to help them better prepare for the upcoming course.

Importantly, the revised question set above reduces the total number of open-ended questions from four to one. The Task Force feels that too many open-ended questions on the standardized evaluation form will undermine response rates and that such questions may be more valuable among the college and school question sets that address discipline-specific issues related to teaching and learning.

## Improving the process of gathering and using student-authored feedback

Revising the course evaluation form is one step in what the Task Force considers as a larger strategy of improving the process around student-authored feedback. Other suggestions below are informed by the 2017-18 Task Force's report, the review of practices at private AAU institutions, a literature review of recent scholarship on evaluating teaching, and discussions with University stakeholders.

### Midcourse Feedback

The 2017-18 Task Force made the following recommendation:

Midterm course feedback surveys should be made available to all faculty in all courses, ideally through the same online mechanism as end-of-semester surveys. The emphasis of midterm course evaluation is entirely formative, so questions should be customizable, and results would be viewable only by the faculty member teaching the course.

The current Task Force seconds this recommendation, which was never implemented in any standardized fashion. The University's online platform for student evaluations (Blue) includes a tool for instructors to utilize for optional mid-course evaluations, the results of which would be available only to themselves. This opportunity would be offered on an opt-in basis (the individuals in the Office of the Provost and IS&T managing Blue would create set up the mid-course feedback tool for all courses, but instructors can decide if they wish to make use of it). However, by encouraging students and instructors to engage with the feedback process in the same platform that we ask them to use at the end of a course, we hope to boost response rates at both points and improve overall instruction by giving faculty an opportunity to adapt during the same semester.

The Task Force recommends that (1) a question bank be made available, so that instructors can choose from it which questions they want to ask and (2) instructors also be able to create their own questions, if they wish to seek formative feedback specific to their course. By offering this mid-course feedback opportunity to instructors and students within the same online platform used for gathering feedback at the end of the

instruction period – and by creating an opportunity for instructors to use formative feedback to demonstrate to students how their responses can inform the discussion around teaching and learning – the Task Force hopes to improve student participation in the course evaluation process.

It is also important to note that, since course data in MyBU is integrated with Blue, courses ranging from two days to 15 weeks currently have end-of-instruction evaluations automatically created, according to the following schedule:

Course Length	Eval Duration	Open	Close	Reminder 1	Reminder 2
≤ 3 days	2-4 days	Day of course start date	1 day <i>after</i> course end date	1 day <i>after</i> course end date	
4-7 days	3 days	2 days before course end date	Day of course end date	Day of course end date	
8-29 days	5 days	4 days before course end date	Day of course end date	1 day before eval end date	
30-89 days	7 days	6 days before course end date	Day of course end date	2 days before eval end date	
90+ days (Full-term)	14 days	12 days before course end date	1 day <i>after</i> course end date	7 days before eval end date	2 days before eval end date

This end-of-course or end-of-term evaluation periods run throughout a given semester, and mid-course or mid-term evaluations would also need to be made available on an ongoing basis.

## Publishing Results of Student-Authored Evaluations

The 2017-18 Task Force also made the following recommendation:

Results of end-of-semester feedback surveys should be disclosed to the student body. We recommend that comments in response to a single, open-ended question on the standard course feedback form be shared with students along with a summary of quantitative results. Further, there should be a process by which faculty or staff can redact student comments to remove inappropriate language or content. Students should also have the opportunity to share course information through a student-created web page and have access to published course syllabi to use in considering course selection.

The current Task Force agrees that some level of evaluation results should be shared with students, but it does not recommend sharing comments, or qualitative data, to open-ended questions. The Task Force found that publishing results of student-

authored feedback is a key distinction between practices at private AAU institutions (21 of the 30 do so) and BU (which does not). However, these institutions typically publish only quantitative results to certain questions. This topic has been discussed throughout 2024 and 2025 with Undergraduate, Graduate, and Faculty Affairs Councils, as well as the Undergraduate Student Advisory Board, and has become a consensus item in the Task Force's work. However, we propose the following, which modify the 2017-18 recommendation. Quantitative results to two questions on the University-wide evaluation form be made available to students:

- This course fulfilled its stated learning objectives
- How would you rate the quality of the instructional materials and tools used in this course?

These results should be shared via Blue, the online platform for student-authored evaluations, which would ensure that the results are housed behind a single sign-on (SSO) for BU students. Although many AAU institutions share results in a Learning Management System (LMS), Student Information System (SIS), bulletin, or another university-managed site, keeping the results within the same platform that students use to submit their feedback would be another strategy in boosting response rates. The results of the open-ended question on the University-wide evaluation form should not be disclosed, since the work of reviewing qualitative data and identifying and removing inappropriate content is onerous. Disclosing comments would also make it more difficult for students to have a consistent set of data by which to review courses and could undermine the primary purpose of student-authored evaluations, which is to help improve instruction.

Given that several criteria and circumstances may be considered in making results available to students (e.g., whether the course is a new offering; whether the instructor is a new hire at the University), the Task Force recommends that the opportunity to opt out of releasing results to the questions above be treated in the same manner as the opportunity to opt out of course evaluations in the first place. Since the implementation of Blue, department and college and school contacts have been asked each semester to review the list of courses and sections for which evaluations will be distributed to students in their academic unit. These contacts may opt out of evaluating certain courses and sections that do not offer a traditional, instructor-led learning experience. This review and any decision to opt out of evaluations both occur within Blue itself, so that the department and college or school contact can immediately enact decisions on behalf of their academic units. In the same manner, these individuals can review courses, sections, and instructors and make a second decision: whether or they wish to opt out of releasing the results to students for any of the aforementioned criteria and circumstances or other considerations specific to their academic unit.

The above recommendations are intended for the standardized question set distributed across CRC academic units. Colleges and schools may wish to publish results of their own questions.

## Improving Communications and Resources around the Process of Student-Authored Evaluations

### For Faculty and Staff

In the first of its two suggested communications efforts, the Task Force recommends digital flyers, slide decks, or videos that could be made available to instructors to help them communicate the value of feedback to students, encourage participation in the feedback process, and share concrete examples of using mid-course (from current students) or end-of-course (from previous students) feedback to revise aspects of a course. Through such communication, the University can also encourage instructors to allot dedicated time for students to provide feedback during a class session (using laptops or mobile devices), and, as individual instructors' strategies for improving student engagement with the feedback process emerge, the communications can evolve into a means of sharing innovative practices.

With the implementation of Blue in 2023 and its integration with MyBU in 2024, the APAA has hoped to support robust reporting functionality for student-authored feedback among all stakeholders: instructors, committees, and department and college or school administration. While Blue affords the University a centralized platform for the process of course evaluation, there is evidence of a lack of awareness of this reporting functionality, which leads to under-utilization of and dissatisfaction with key reporting tools within this platform. At the same time, the needs of academic units may not be wholly met in the current configuration of Blue, and those managing the platform must make an effort to understand these needs and adjust the platform accordingly. An especially important tool is the Blue dashboard, which allows individual users to build their own reports, rather than relying on the automatically generated PDFs and spreadsheets generated for individual instructors and department and college or school administration. The latter are static, aggregate reports, whereas the dashboard allows for dynamic and user-designed reporting. As part of the discussion over using Blue more effectively for decision-making, careful attention should be paid to all faculty and staff user types. Blue currently includes reporting (both the aforementioned PDFs and spreadsheets and the dashboard) for individual instructors, department chairs (or those with similar appointments), and college and school deans and associate deans. However, these roles do not account for faculty committees charged with using student feedback as part of the decision-making process for review, promotion, and tenure. There is no doubt some commonality among the needs of all of these user types, but it will be important for those managing Blue to understand (1) how to communicate and offer resources for under-utilized reporting

functionality and (2) where innovative and flexible revisions to the 'out-of-the-box' reporting functionality is needed for these user types.

With the accelerated implementation of Blue in 2023 and the necessities of integrating it with MyBU ahead of fall 2024, training materials for this type of user-generated reporting were not adequately developed. The only such materials available (included on the University's policy page for evaluations) explain how to retrieve the PDF and spreadsheet reports cited above. This is an opportune time to remedy that by producing online resources for common reporting tasks and using the dashboard and discussing further needs with Blue users of all types.

Ahead of the implementation of MyBU, several fields of student, instructor, and course data were included in its integration with Blue in order to support a more granular analysis of course evaluation results beyond the review of quantitative and qualitative data (responses from scaled and open-ended questions, respectively). For example, a basic set of foundation data includes names, IDs, and emails for students and instructors; degree levels for students; and course subjects, numbers, and section codes and enrollment data. Additional, supplemental data fields incorporated with MyBU were, for example, course level; students' degree programs, registration status, and full- or part-time enrollment status; and instructors' hire date and years of service at the University. Those managing Blue are currently working to incorporate instructor rank and title, but MyBU offers the University many more fields that could benefit the analysis of course evaluation data, including: whether a course requires a final examination, building or facility information for in-person instruction, modality, days and times of class meetings, and Hub approval for undergraduate courses.

#### For Students

The second communications effort should be directed at students to help demonstrate for them how to provide useful, relevant feedback and explain how their feedback is important to improving teaching quality. Although these communications can be shared with students from individual instructors, they can also be built into orientation programming for matriculating students. The objective is to establish student participation in the feedback process as a regular expectation of learning and teaching within a university environment. Care must also be taken to explain to students that their feedback is anonymous and that their grades are not impacted in any way by evaluation results.

## Response to Charge 3

**Review the 2017 Task Force on Evaluating Teaching’s recommendations on enhancing the evaluation process, beyond use of course evaluations, to determine recommendations for the continued development and implementation of best practices at the University.**

Besides its four recommendations relevant to course evaluations or student feedback,<sup>2</sup> the 2018 Task Force also recommended that: “The University should require multiple measures in order to responsibly evaluate teaching, including peer evaluation and teaching portfolios, for all personnel decisions, including contract renewal.”

The current Task Force recognized the possibility that many new and revised evaluation processes might have been implemented among the colleges and schools since 2018 and so began their work by surveying their colleagues about current practices for evaluating teaching at the college level. The survey asked whether the college or school:

- requires peer evaluation (including classroom observation) for tenure, promotion, reappointment, or other decisions
  - If so, are any of the following provided to support the process: guidelines, training, rubrics, other resources
- requires the submission of teaching portfolios for tenure, promotion, reappointment, or other decisions
  - if so, which of the following are required for the portfolio: statement of teaching philosophy; course syllabi; letters of support; results of student-authored evaluations for individual concerns (e.g., since hire or last promotion in rank); results of student-authored evaluations; undergraduate and/or graduate mentoring activities; undergraduate and/or graduate advising activities; postdoctoral supervision; specific types of teaching activities (e.g., engaged, high-impact); assessment activities or projects; professional development activities; honors and awards; funding for teaching activities; other.
- has a disciplinary accrediting body or professional organization that publishes any guidelines or best practices on the evaluation of teaching
- has further information to provide regarding how teaching is evaluated.

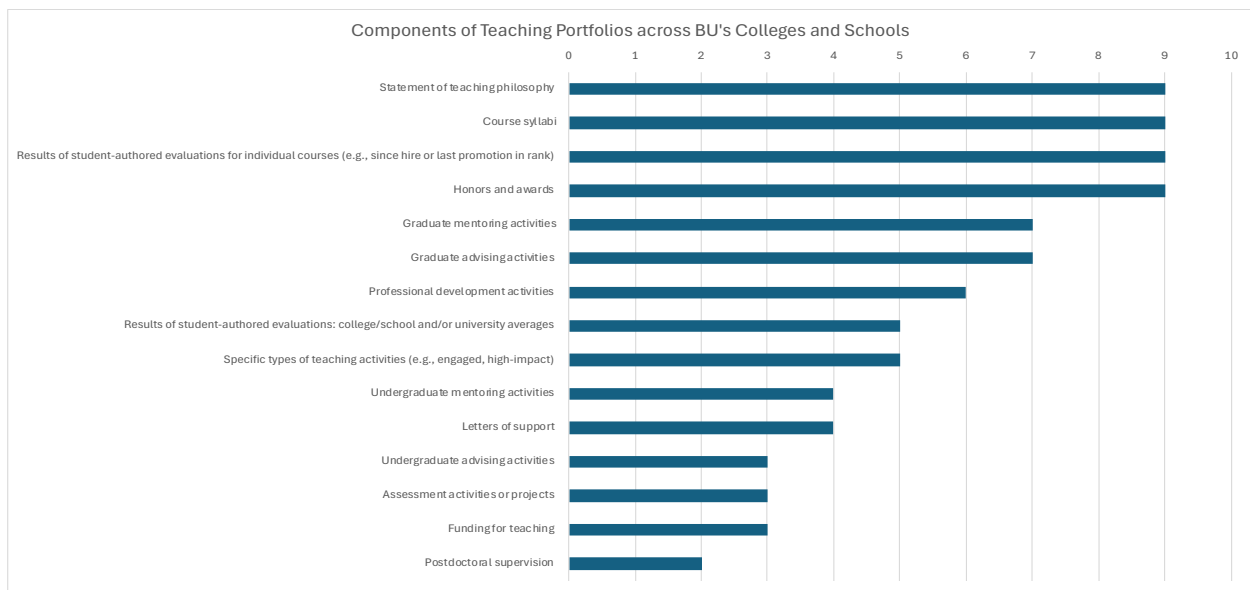
The survey revealed that, from the 14 colleges and schools responding:

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<sup>2</sup> These four recommendations were: “adopt a university-wide online student feedback survey; “adopt online course feedback forms following set guidelines”; “midterm course feedback surveys should be made available”; and “results of end-of-semester feedback surveys should be disclosed to the student body.”

- 6 require peer evaluation (5 for tenure; 6 for promotion; 4 for reappointment; 3 for pre-tenure review), peer evaluation is optional in one college, depending on specific contexts and concerns; one additional college was piloting peer evaluation processes at the time of the survey
  - Of these 6, 3 provide guidelines for peer evaluation; 2 provide training; and 3 provide rubrics. Only one disciplinary accrediting body (AASCB) was identified as providing resources for the evaluation of teaching.
- 9 require teaching portfolios (6 for tenure, 9 for promotion, 3 for reappointment, and one on a regular basis)

The individual required components of the portfolio are shown below. The horizontal axis counts the number of colleges and schools responding that the individual component (on the vertical axis) is required in their teaching portfolios:



Through these surveys, the Task Force has learned that while multiple measures are widely implemented across the colleges and schools, guidelines, resources, and training materials are not. The need, then, is not so much to establish these measures for evaluating teaching as to promote existing ones and develop best practices for conducting, documenting, and using results from peer observation and other means of evaluating teaching.

The 2017-18 Task Force’s final recommendation was that the University “should continue to keep pace with initiatives at AAU peer institutions to better evaluate teaching and emphasize its value in tenure and promotion processes and other faculty reward systems.”

It is widely apparent that several AAU institutions have reconsidered their practices on evaluating teaching on a similar timeline as has BU; indeed, like BU, quite a few are currently undergoing a second review of their practices in light of current discussions around the impact and return on investment of higher education and how to incorporate (appropriately) quickly emerging, new AI technologies into the teaching and learning process. One of the University's neighbors, MIT, aptly summarized the necessary challenges of re-examining how we evaluate teaching in times of change: if, as their representative shared with the Task Force, we ask students to be innovative, then we must show a willingness to be innovative ourselves, and that applies to how we evaluate and improve teaching. Given the number of peer and aspirant institutions addressing this question, there is an opportunity to develop an ongoing, collaborative discussion among BU and other universities to share what is working and what needs further refinement and to discuss new ideas and strategies as the higher education landscape continues to change.

At the same time, ongoing, internal conversations should be supported within the University. Whether through an existing Council, position, and/or working group, an effort should be made to continue the discussion that the Task Force has started. On a formal schedule of every three years, practices, perspectives, and needs from across the colleges and schools should be gathered, and findings should be shared with BU's councils most heavily invested in the evaluation of teaching. The goal should be continuous reflection and improvement.

## Conclusion

The nine months that the Task Force members had to undertake their work uncovered a host of questions and considerations. In the evaluation of teaching within a large, research university, there is no perfect solution that can universally suit the needs of so many colleges and schools. Indeed, as discussed in this report, the University's colleges and schools are operating within their structures, protocols, and disciplines to consider how to evaluate teaching. However, the larger question that the Task Force poses is how to support the continuous improvement of teaching and the instructional enterprise that will always be central to the University's mission.

Boston University does not need to address these challenges on its own. AAU is continuing to foster the dialogue around evaluating teaching at its member institutions, with the next online forum scheduled for March 2026, and as multiple institutions participate, a willingness to discuss ideas and share resources is readily apparent. This collaborative approach can and should also be implemented within the University as well. Doing so would require not any standardizing of practices in evaluating teaching but sharing of current practices through a centralized online site maintained within the Office of the Provost. This would create for colleges and schools a convenient resource

for locating existing tools and guidelines currently used by their colleagues for, e.g., classroom observation and other peer-led activities.

In addition to this cost-neutral opportunity to share information, the Task Force sees longer-term opportunities to support the evaluation of teaching, if and when resources become available in the future. First, this collection and sharing of tools and information could grow into a dedicated hub for the evaluation of teaching that involves the production of new materials, such as online talks, workshops, and training documentation. Second, a seminar or in-person programming on evaluating and improving teaching could be developed for faculty, in order to create a sense of community around the discussion of teaching and learning. Finally, there could be a focused role in the University to ensure accountability and standards in the evaluation of teaching; work with the colleges and schools to help establish and ensure the consistent application of evaluation methods; and help the University create the repository of tools and guidelines and regularly gather information from the colleges and schools on any new developments or strategies.

In conclusion, the Task Force reminds its colleagues and readers of this report that the evaluation of teaching is not only one of the most beneficial and visible exercises that we have for supporting the continuous improvement of instruction and learning but also for demonstrating the University's values of integrity, inclusion, community, collaboration, excellence, and learning.

## Appendix A: Comparison of Evaluation Form Content among Boston University and other AAU Institutions

School	Response Type	Number of Questions	Reason for Taking Course	Pedagogy	Course Content	Inclusion	Learning Outcomes	Instructor's Feedback	Student Effort	Advice for Future Students
<b>Boston University</b>	Likert; open	12	-	-	-	✓	✓	-	✓	✓
Brown	Likert, select all	14	✓	✓	-	-	✓	✓	✓	-
Cornell	Likert; open	18	-	✓	✓	✓	✓		✓	✓
Dartmouth	Likert; open	25	✓	✓	✓	-	✓	✓	✓	-
Duke	Likert; open	13	-	✓	✓	-	✓	✓	✓	✓
George Wash. U	Likert; open	17	✓	✓	-	✓	✓	✓	✓	-
MIT	Likert	24	-	✓	✓	-	✓	✓	-	-
U Miami	Likert	4	-	-	-	-	✓	✓	-	-
NYU	Likert; open	10	-	-	✓	✓	-	✓	✓	-
Notre Dame	Likert; open	18	✓	-	✓	-	✓	✓	✓	-
U Penn	Likert	9	-	✓	-	-	✓	✓	-	-
Stanford	Likert; open	10	-	-	-	-	✓	✓	✓	✓
Tulane	Likert; open	7	-	-	✓	-	✓	✓	-	-
Vanderbilt	Likert; open	18	-	✓	✓	✓	✓	✓	-	-
Yale	Likert; open	11	-	✓	-	-	✓	✓	✓	✓

## Appendix B: Literature Review on the Evaluation of Teaching in Higher Education Institutions

### *Peer-Reviewed*

Benton, Stephen L., and Suzanne Young. "Best Practices in the Evaluation of Teaching." *IDEA Paper* 69 (2018).

Krishnan, Sandhya, Jessica Gehrtz, Paula P. Lemons, Erin L. Dolan, Peggy Brickman, and Tessa C. Andrews. "Guides to Advance Teaching Evaluation(GATEs): A Resource for STEM Departments Planning Robust and Equitable Evaluation Practices." *Life Sciences Education* 21, no. 3 (2022).  
<https://doi.org/10.1187/cbe.21-08-0198>

MacNell, Lillian, Adam Driscoll, and Andrea N. Hunt. "What's in a Name: Exposing Gender Bias in Student Ratings of Teaching." *Innovative Higher Education* 40 (2015): 291-303.

Medina Melissa S., W. Thomas Smith, Srikanth Kolluru, Elizabeth A. Sheaffer, and Margarita DiVall. "A Review of Strategies for Designing, Administering, and Using Student Ratings of Instruction." *American Journal of Pharmaceutical Education* 83, no. 5 (2019): 7177.

Simonson, Shawn R., Britnee Earl, and Megan Frary. "Establishing a Framework for Assessing Teaching Effectiveness." *College Teaching*, 70, no. 2 (2021): 164-80.

### *Non-Peer-Reviewed*

American Sociological Association. "Statement on Student Evaluations of Teaching." September 2019. [https://www.asanet.org/wp-content/uploads/asa\\_statement\\_on\\_student\\_evaluations\\_of\\_teaching\\_feb132020.pdf](https://www.asanet.org/wp-content/uploads/asa_statement_on_student_evaluations_of_teaching_feb132020.pdf)

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<https://www.chronicle.com/article/a-culture-of-fear-and-of-pandering-what-readers-told-us-about-teaching-evaluations>

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Stripling, Jack. *College Matters from the Chronicle*. Season 2, episode 3. "Why Faculty Hate Teaching Evaluations." May 13, 2025. Podcast. 38 min., 5 sec.  
<https://www.chronicle.com/podcast/college-matters-from-the-chronicle/why-faculty-hate-teaching-evaluations>

Ufland, Peter and Christian Aguiar. "Mid-Semester Course Corrections: Using the MSF Model to Engage Students and Improve Courses." *Faculty Focus*. April 7, 2025.  
<https://www.facultyfocus.com/articles/educational-assessment/mid-semester-course-corrections-using-the-msf-model-to-engage-students-and-improve-courses/>

## Appendix C: Question Sets from Student-Authored Course Evaluations in the University's Colleges and Schools

Many academic units on the Charles River Campus ask supplemental questions following the standard set of questions asked in evaluations of all courses.

### *BU Hub*

How well did the course fulfill its stated Hub learning objectives?

*(Not at all, slightly well, moderately well, very well, extremely well)*

### *College of Communication*

1. To what extent did the course meet your expectations?  
*(Not at all, a little, some, a moderate amount, a great deal)*
2. To what extent did this class challenge you?  
*(Not at all, a little, some, a moderate amount, a great deal)*
3. How likely are you to recommend this course to a friend?  
*(Not at all, a little, some, a moderate amount, a great deal)*
4. How well did the course encourage you to think about its subject matter in new ways or with a new perspective?  
*(Not at all, slightly well, moderately well, very well, extremely well)*
5. What is your anticipated grade for this class?  
*(A or A-, B+, B, or B-, C+, C, or C-, D, F)*
6. I made my best effort to be attentive and present in class  
*(Strongly disagree, disagree, neutral, agree, strongly agree)*
7. What was your biggest takeaway from this class?  
*(Open-ended comments)*
8. In your own words, what could you have done to improve your learning outcomes in this course?  
*(Open-ended comments)*
9. To what extent did the instructor require you to have a clear point of view and/or original thinking in your assignments?  
*(Not at all, a little, some, a moderate amount, a great deal)*
10. How would you rate the instructional quality of the course?  
*(Very poor, poor, average, good, very good)*
11. Please comment on the instructor's resources, course materials, and teaching approaches  
*(Open-ended comments)*

### *College of Engineering*

Select the option that best corresponds to how much emphasis the course placed on the engineering skill and/or knowledge indicated:

*(No emphasis, slight emphasis, moderate emphasis, substantial emphasis, very substantial emphasis)*

1. Ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. Ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. Ability to communicate effectively with a range of audiences.
4. Ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. Ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. Ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. Ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

### *College of General Studies*

Encourages students to make connections with other courses and subjects beyond the classroom.

*(Strongly disagree, disagree, neutral, agree, strongly agree)*

### *Faculty of Computing and Data Sciences*

Please answer the following questions using the given scale:

1. To what degree did you see material in previous classes that prepared you for this class?  
*(Not prepared at all, somewhat prepared, perfect amount of preparation, saw most of this material in a previous course, saw all of this material in a previous course)*
2. To what degree did this course inspire or interest you?  
*(Course did not inspire or interest at all, a few aspects of course were interesting, course was interesting about half of the time, course was interesting most of the times, course strongly motivated me to learn more or do more with the material)*

3. To what degree were you able to get help with this course when you needed it?  
(No help was offered outside lecture, little help was offered outside lecture, a typical amount and quality of help was available, the amount and quality of help available was above typical, the amount and quality of help available was exceptional)

#### *Kilachand Honors College*

1. Quality of instructor's feedback to students  
(Low quality, moderate quality, high quality, very high quality)
2. Value to overall KHC curriculum  
(Low value, moderate value, high value, very high value)
3. How is this course distinct from non-KHC courses?  
(Open-ended comments)
4. In what ways is the course interdisciplinary, and how were these aspects effective pedagogically or not?  
(Open-ended comments)
5. How could the course content be improved?  
(Open-ended comments)

#### *Metropolitan College*

1. Educational technologies and online course resources (Blackboard/course site, audio, video, Live Classroom, etc.) enhanced the learning experience  
(Never, seldom, sometimes, often, almost always)
2. Assessments and assignments enhanced the learning experience  
(Never, seldom, sometimes, often, almost always)
3. Do you recommend this course?  
(Not at all, slightly, probably, very probably, definitely)
4. Feedback and graded assignments were provided in a timely manner  
(Never, seldom, sometimes, often, almost always)
5. Teaching assistants/facilitators (if applicable) were supportive and responsive  
(Never, seldom, sometimes, often, almost always)

#### *Questrom School of Business*

1. How relevant do you think this course will be in your future career?  
(Not relevant at all, slightly relevant, moderately relevant, very relevant, extremely relevant)
  1. Please explain your response  
(Open-ended comments)

2. To what extent did this course stimulate your interest in the subject matter?  
(Not at all, a little, some, a moderate amount, a great deal)
  1. Please explain your response  
(Open-ended comments)
3. How likely are you to recommend this course to another student?  
(NPS scale: 0 – 10)

### *School of Hospitality Administration*

1. Did the information shared in this course help you become proficient in the subject matter?  
(Not at all, slightly well, moderately well, very well, extremely well)
  1. Feel free to explain  
(Open-ended comments)
2. Did the communication of the material help you to gain knowledge in the subject matter?  
(Not at all, slightly well, moderately well, very well, extremely well)
  1. Feel free to explain  
(Open-ended comments)

### *School of Law*

*Due to accreditation purposes, the School of Law has multiple question sets. The first set is asked of all LAW courses. Following that, the questions are asked depending on the course type.*

### School of Law Questions

1. How clear was the presentation or lecture portion of the course?  
(Not clear at all, slightly clear, moderately clear, very clear, extremely clear)
2. How well were the course materials (casebook, supplemental readings, slides) organized?  
(Not at all, slightly well, moderately well, very well, extremely well)
3. How well did the instructor explain the organization of the topics/concepts?  
(Not at all, slightly well, moderately well, very well, extremely well)
4. How well did the instructor manage class discussion?  
(Not at all, slightly well, moderately well, very well, extremely well)
5. Did the instructor provide a clear syllabus before the beginning of the course?  
(No, yes)
6. How clear were answers to your questions in class or outside of class?  
(Not clear, clear, very clear)

7. How helpful was any feedback provided by the instructor on any required assignment or exercise?  
*(Not helpful, helpful, very helpful)*
8. If you were offered the ability to do practice questions or a practice exam, how helpful were these opportunities?  
*(Not helpful, helpful, very helpful)*
9. As the course progressed, were you able to keep up with the material and track your progress in learning?  
*(No, to some degree, yes)*

In addition to the LAW questions, the following question groups are presented based on the course type:

#### 1L Doctrinal Course Questions

*(Not at all, slightly well, moderately well, very well, extremely well)*

How well did you learn the following essential legal, analytical, and professional skills?

1.
  1. Ability to read legal cases and extract doctrine
  2. Knowledge of foundational substantive or procedural law
  3. Awareness of how societal and historical structural factors shape these doctrines (race, social beliefs/biases, political, economic)
  4. Ability to apply relevant doctrines to predict case outcomes
  5. Ability to understand arguments about the actual impact of rules and doctrines and the values they should serve

#### 1L Lawyering Program Questions

*(Not at all, slightly well, moderately well, very well, extremely well)*

1. How well did the feedback you received on assignments help you to improve your writing and legal analysis skills overall?
2. How well did this course help you develop the following lawyering skills:
  1. Legal research
  2. Legal writing
  3. Legal analysis
  4. Verbal legal communication skills
  5. Advocacy skills (spring semester)
  6. Basic transactional skills (spring semester)

3. How well did the instructor facilitate in-class and/or out-of-class simulations and exercises?
4. How well did the instructor foster and promote professional identity development (professional identity focuses on what it means to be a lawyer and the special obligations lawyers have to their clients and society)?

#### Upper-Level Doctrinal Course Questions

*(Not at all, slightly well, moderately well, very well, extremely well)*

How well did you learn the following essential legal, analytical, and professional skills?

1.
  1. Knowledge of the substantive or procedural law
  2. Awareness of how societal, ideological, historical, and structural factors shape these doctrines (race, social beliefs/biases, political, economic)
  3. Ability to formulate sophisticated doctrinal arguments
  4. Ability to formulate policy arguments about the impact of rules and doctrines and the desirability of such outcomes

#### Upper-Level Seminar Questions

*(Not at all, slightly well, moderately well, very well, extremely well)*

How well did you learn the following essential legal, analytical, and professional skills?

1. Knowledge of the substantive or procedural law
2. Awareness of how societal, ideological, historical, and structural factors shape these doctrines (race, social beliefs/biases, political, economic)
3. Ability to understand and discuss legal and interdisciplinary materials (court cases, legal scholarship, social science literature, economics, policy papers, etc.)
4. Ability to appreciate different perspectives, and to present arguments and offer insights in class discussion
5. Ability to research, analyze, and write competently a paper/s on the topic
6. If a paper presentation was required: did you learn effective presentation skills and the ability to answer questions on your feet?

#### Clinical/Experiential Course Questions

*(Not at all, slightly well, moderately well, very well, extremely well)*

Regarding the teaching practices of the supervisor:

1. How well did the practical training contribute to your knowledge of legal concepts, substantive law, and/or procedure?
2. How well did the practical training improve your ability to perform and/or understand lawyering skills?
3. How well did the supervisor provide timely, constructive feedback that facilitated your professional development and learning?
4. How well did the course help you gain exposure to the relevant professional responsibility rules, principles, and/or ethics related to your field?
5. How well did you develop skills related to collaboration (i.e., improve your ability to develop working relationships with students, supervisors, instructors, clients, opposing parties, attorneys, court personnel, organizations, and/or other parties)?
6. How well did the course help you gain exposure to concepts of bias, discrimination, and racism and/or learn about cross-cultural lawyering?
7. How well did your supervisor challenge you to think critically and communicate clearly about the subject?
8. Please describe the aspect of your fieldwork experience that you found most valuable:  
(*Open-ended comments*)

#### Upper-Level Simulation Course Questions

(*Not at all, slightly well, moderately well, very well, extremely well*)

How well did you learn the following essential legal, analytical, and professional skills?

1. Problem-solving skills
2. Written communication and contract-drafting skills
3. Oral communication skills
4. Understanding of basic professional and ethical responsibilities in the transactional context
5. Collaboration skills
6. Client counseling skills
7. Negotiation skills

*School of Social Work*

#### Course Questions

(*Very little, little, partially, well, very well*)

1. Course materials include authorship, resources, and scholarship from diverse perspectives
2. Diversity (including age, class, disability, ethnicity, gender, marital status, national origin, race, religion, sex, and sexual orientation) and/or oppression were appropriately covered

### Instructor Questions

*(Very little, little, partially, well, very well)*

1. Employs a variety of teaching methods, materials, and tools that accommodate diverse learning styles
2. Provides constructive feedback on assignments
3. Presents diverse points of view
4. Encourages diverse points of view
5. Facilitates productive exchanges among classroom participants
6. Comes prepared for class
7. Models professional ethics and standards in the classroom
8. Empowers all students to engage in the learning community

*Wheelock College of Education and Human Development*

### Course Evaluation

*(Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)*

1. The methods used to assess and evaluate my performance in this course were identified and clearly explained in the syllabus.
2. The grading and evaluation system allowed me to demonstrate my knowledge and understanding of course content in more than one way.
3. The course materials (textbook, readings, library resources, videos, guest speakers) used to study the course content reflected a range of perspectives.
4. The instructor's resources, course materials, and teaching approaches were grounded in research and evidence-based practices.

### Instructor Evaluation

*(Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)*

1. The instructor used a variety of teaching approaches to respond to a wide range of learners.

2. The instructor demonstrated an awareness of, willingness to continue learning about, and commitment to equity, diversity, and inclusion through course content, instructional approaches, and demeanor.

Self-Evaluation

*(Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)*

1. I demonstrated an awareness of, willingness to continue learning about, and commitment to equity, diversity, and inclusion.