

Key: #-Total Responses 1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

COURSE STRUCTURE AND GRADING

General Structure	#	1	2	3	4	5	NA	Avg	S.D.
1 The course syllabus was comprehensive, clear, and accurate.	10	0	0	0	2	8		4.80	0.4
2 The learning goals were clearly stated in the syllabus.	10	0	0	0	2	8		4.80	0.4
3 Classes started and ended on time.	10	0	0	1	1	8		4.70	0.7
								Average:	4.77

Grading	#	1	2	3	4	5	NA	Avg	S.D.
4 Content of tests and assignments was consistent with content of lectures and/or reading.	10	0	0	0	3	7	0	4.70	0.5
5 Assignments and/or exams were returned promptly.	10	0	0	2	0	8	0	4.60	0.8
6 The grading policies were clear and consistently followed.	10	0	1	0	1	8		4.60	1.0
7 The graded assignments allowed me to demonstrate what I learned in the course.	10	0	0	1	0	9	0	4.80	0.6
								Average:	4.68

Content and Workload	#	1	2	3	4	5	NA	Avg	S.D.
8 The content covered in this course was challenging.	10	0	0	3	2	5		4.20	0.9
9 This course requires a lot of work.	10	0	0	3	1	6		4.30	0.9
								Average:	4.25

STUDENT RESPONSIBILITIES	#	1	2	3	4	5	NA	Avg	S.D.
10 I completed the course readings.	10	0	0	1	3	6	0	4.50	0.7
11 I kept up with work as it was assigned.	10	0	0	0	3	7		4.70	0.5
								Average:	4.60

INSTRUCTOR RESPONSIBILITIES AND SKILLS	#	1	2	3	4	5	NA	Avg	S.D.
12 The instructor was effective as a lecturer and/or class leader.	10	0	0	0	1	9		4.90	0.3
13 The instructor's presentations were clear and organized.	10	0	0	0	0	10	0	5.00	0.0
14 The instructor stimulated interest in the subject.	10	0	0	0	1	9		4.90	0.3
								Average:	4.93

Home Dept: Mathematics

Instructor: Ray,Arunima

Course #: MATH 104A 1

Overall Instructor Rating (Avg. q12-q18): 4.67

Enrollment: 10

Responses: 10

Rate: 100%

Key: #-Total Responses 1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

RESPONSIVENESS OF THE INSTRUCTOR	#	1	2	3	4	5	NA	Avg	S.D.
15 The instructor was available and helpful to students outside the class.	10	0	0	0	5	5		4.50	0.5
16 The instructor respected students' ideas.	10	0	0	0	5	5		4.50	0.5
17 The instructor was concerned about student learning and development.	10	0	0	0	5	5		4.50	0.5
18 I received feedback that helped me see ways in which I could improve my learning and understanding.	10	0	0	1	4	5		4.40	0.7
								Average:	4.48

CONTRIBUTION TO LEARNING	#	1	2	3	4	5	NA	Avg	S.D.
19 The stated learning goals for the course were met.	10	0	0	0	2	8		4.80	0.4
20 This course improved my writing ability.	10	0	0	0	2	7	1	4.78	0.4
21 This course improved my oral communication skills.	10	0	0	0	3	4	3	4.57	0.5
22 This course improved my quantitative skills.	10	0	0	0	2	6	2	4.75	0.5
23 This course helped me develop my creative abilities.	10	0	0	0	1	7	2	4.88	0.4
24 This course helped me to analyze, interpret and synthesize information.	10	0	0	0	2	6	2	4.75	0.5
25 This course helped me to reason better and to think more critically about its subject matter.	10	0	0	0	2	7	1	4.78	0.4
26 This course helped me to consider alternative perspectives on complex issues.	10	0	0	0	3	4	3	4.57	0.5
								Average:	4.74

OVERALL QUALITY OF THE COURSE	#	1	2	3	4	5	NA	Avg	S.D.
27 The overall quality of this course was excellent.	10	0	0	0	2	8		4.80	0.4
								Average:	4.80

STUDENT STATUS	#	First Year	Sophomore	Junior	Senior	Master's	Doctoral
28 Your class standing?	10	0	0	4	5	1	0
	#	SCI	SocSCI	HUM	ART	Undecided	not applicable
29 What is your school of major?	10	6	2	0	2	0	0
	#	university req.	major req.	minor req.	interest	not applicable	
30 Why did you choose this course?	10	1	5	0	4	0	

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31 Please identify those aspects of the course you found most useful or valuable for learning.

- 1 topology concepts and techniques
- 2 This was by far one of the best math courses I have ever taken. The lectures were engaging and well organized (as was the syllabus and the course website). There was a coherence and flow to every topic, and lectures were neither completely off topic, nor entirely aligned to the textbook. There was clearly thought and effort put into how lectures and textbook readings would complement one another. In addition, there was obvious effort to engage students in dialogue and construction of proofs which is tremendously helpful, and unfortunately not often implemented in math classes. Student questions were always taken seriously, and if an exact answer was not known, there was always a follow up either in person or via email. The course content was very challenging, but all necessary supports were in place so that the content was manageable. I deeply appreciated the distinction between problem sets-- which could be tremendously challenging and where problems might take several days to complete-- and the exam, which was an opportunity to show an understanding of the concepts and show ones ability to prove things. I appreciate having a variety of assignments-- a final paper, a course summary, an exam, problem sets-- as well as having time to talk about survey topics and have guest lectures at the end of the course.
- 3 I found the lectures helpful. There were a lot of examples, and I would rather have too many examples than too few. The homework of course was quite helpful in that it allowed me to apply what we learned in class and to solidify what was going on in my head.
- 4 Lectures were always interesting and easy to follow along with. Everything felt very well motivated and purposeful. Problem sets were interesting and challenging, but not unreasonably so. Extra credit opportunities encouraged us to engage with the subject matter outside of class in meaningful ways. The final paper gave an opportunity to look deeper into a topic of interest, and given how the timing worked out with the special topics for the second half of the course was more meaningful than a final exam would have been. The special topics were very exciting and gave a lot of good perspective on how broad a topic topology really is. The guest lectures were also nice for similar reasons.
- 5 The problem sets made sure students thoroughly understood concepts. The Course Summary paper was a great tool to have the students synthesize what we learned throughout the semester.
- 6 We covered a lot of material, so I got exposure to most of the basic point set topology concepts as well as some others. Problem sets and great advice on corrected problem sets allowed me to improve my mathematical and proof skills.

Home Dept: Mathematics

Instructor: Ray, Arunima

Course #: MATH 104A 1

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Enrollment: 10

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Rate: 100%

32 What suggestions would you make to the instructor for improving the course?

- 1 none
- 2 I honestly do not have any large-scale suggestions. I personally felt like the discussion of game theory was not particularly interesting, and felt like a lot of set-up and not a lot of actual topology. I understand there were several econ majors in the course, so I understand the appeal, but I think that time would have been better spent on talking more about something like manifolds. I also would have liked a bit more time to work on the final paper and to turn it in at the end of the exam period. For other students in the class I imagine this would not have made as much of a difference, but all my finals are front loaded, which meant less time to focus on the research paper (which is a shame, since it is very interesting).
- 3 Don't predetermine which problems you'll grade. I understand that you do this because you're not given a grader and you aren't afforded enough time to grade full assignments. However, I think at least half of the problems should be graded on a random basis.
- 4 I think it would be good to require a rough draft for the final paper ahead of time. The homeworks were very long - it may have been nice to have shorter sets assigned every week rather than long sets every other week, but I am not sure about that one.
- 5 It was pretty great as it was.
- 6 None, it was great!

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33 If you feel that this instructor should be considered for a teaching award, please explain why. Please understand that completing this section does not constitute a nomination for a teaching award. To nominate a

- 1 I do not know how teaching awards work for non-tenure professors, however, Aru is by far the best professor that I have had at Brandeis. As I mentioned in my course review above, the course was simultaneously my most challenging course and also the most interesting. I truly looked forward to attending lectures and wrestling with the problem sets every week. Aru clearly cares deeply about student engagement with the material and is always willing to provide additional support. I have never felt silly for asking even the most basic questions-- something that most professors do not manage. We once had an office hour in which she stayed an hour and a half beyond the time slot until almost 8:30 at night to help several students find a solution to a proof.
- 2 She is incredibly talented at explaining material very clearly without going too slowly. Rarely does someone leave class feeling like they did not understand something that was taught. She never blocks view the board, which many of even the best teachers are prone to do. Assignments, some required others optional, encourage students to think beyond the simple requirements to succeed in the course, be it by researching an interesting topic or attending a seminar or writing a blog post. Her ability to effectively teach is helpful for students who may not be enthusiastic about the material at the onset, and her encouragement of extracurricular learning is incredibly helpful for those who are. In addition, she fosters a comfortable classroom environment where students are not afraid to ask questions, and always feel welcome to discuss the course material or more advanced topics in office hours.
- 3 She was absolutely amazing inside and outside of class. She is one of those rare professors that teaches the course as a teacher, not a researcher. She utilized many different visuals and examples to facilitate learning. She always encouraged and supported student involvement and participation in class while making it comfortable even if you answered incorrectly. She is an outstanding person and professor.