About the results:

- The numbers in brackets behind the answer-options represent the value used in average and median calculations.
- Avg represents the Average.
- std represents the standard deviation.
- Med represents the Median.
- The Overall values represent the statistics for the whole department.
- 1XX represents the statistics for 100 level courses for this department.
- 2XX represents the statistics for 200 level courses for this department.
- 3XX represents the statistics for 300 level courses for this department.
- 4XX represents the statistics for 400 level courses for this department.

**EVSC-485-02**
**2013-2014 Term 2**

Instructor(s): Philip Loring

Instructions: For each of the following statements select the response that most closely expresses your opinion.

### LEARNING

1) I have found the course intellectually challenging and stimulating.
   - Not Applicable
   - Applicable
   - Neutral
   - Agree
   - Strongly Agree
   - Strongly Disagree

2) I have learned something which I consider valuable.
   - Not Applicable
   - Applicable
   - Neutral
   - Agree
   - Strongly Agree
   - Strongly Disagree

3) My interest in the subject has increased as a consequence of this course.
   - Not Applicable
   - Applicable
   - Neutral
   - Agree
   - Strongly Agree
   - Strongly Disagree

4) I have learned and understood the subject materials of this course.
   - Not Applicable
   - Applicable
   - Neutral
   - Agree
   - Strongly Agree
   - Strongly Disagree

### ENTHUSIASM

5) Instructor was enthusiastic about teaching the course.
   - Not Applicable
   - Applicable
   - Neutral
   - Agree
   - Strongly Agree
   - Strongly Disagree

6) Instructor was dynamic and energetic in conducting the course.
   - Not Applicable
   - Applicable
   - Neutral
   - Agree
   - Strongly Agree
   - Strongly Disagree

7) Instructor enhanced presentations with the use of humour.
   - Not Applicable
   - Applicable
   - Neutral
   - Agree
   - Strongly Agree
   - Strongly Disagree

8) Instructor's style of presentation held my interest during class.
   - Not Applicable
   - Applicable
   - Neutral
   - Agree
   - Strongly Agree
   - Strongly Disagree

### ORGANIZATION

9) Instructor's explanations were clear.
   - Not Applicable
   - Applicable
   - Neutral
   - Agree
   - Strongly Agree
   - Strongly Disagree

10) Course materials were well prepared and carefully explained.
    - Not Applicable
    - Applicable
    - Neutral
    - Agree
    - Strongly Agree
    - Strongly Disagree

11) Proposed objectives agreed with those actually taught so I knew where the course was going.
    - Not Applicable
    - Applicable
    - Neutral
    - Agree
    - Strongly Agree
    - Strongly Disagree

12) Instructor gave lectures that facilitated taking notes.
    - Not Applicable
    - Applicable
    - Neutral
    - Agree
    - Strongly Agree
    - Strongly Disagree

### GROUP INTERACTION

https://evaluation.usask.ca/evaluation/viewSurveyResults.jsp?id=12333
13) Students were encouraged to participate in class discussions.

14) Students were invited to share their ideas and knowledge.

15) Students were encouraged to ask questions and were given meaningful answers.

16) Students were encouraged to express their own ideas and/or question the instructor.

**INDIVIDUAL RAPPORT**

17) Instructor was friendly towards individual students.

18) Instructor made students feel welcome in seeking help/advice in or outside of class.

19) Instructor had a genuine interest in individual students.

20) Instructor was adequately accessible to students during office hours or after class.

**BREADTH**

21) Instructor contrasted the implications of various theories.

22) Instructor presented the background or origin of ideas/concepts developed in class.

23) Instructor presented points of view other than his/her own when appropriate.

24) Instructor adequately discussed current developments in the field.

**EXAMINATIONS**

25) Feedback on examinations/graded materials was valuable.

26) Methods of evaluating student work were fair and appropriate.

27) Examinations/graded materials tested current course content as emphasized by the instructor.

**ASSIGNMENTS**

28) Required readings/texts were valuable.

29) Readings, homework, laboratories contributed to appreciation and understanding of subject.

**OVERALL**

https://evaluation.usask.ca/evaluation/viewSurveyResults.jsp?id=12333
30) Compared with other courses I have had at the U of S, I would say this course is:

<table>
<thead>
<tr>
<th>Not</th>
<th>Applicable</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>Your vote(stdev/Med)</th>
<th>Overall median(stdev/Med)</th>
<th>1XX</th>
<th>2XX</th>
<th>3XX</th>
<th>4XX</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2.57(1.5)/2</td>
<td>3.76(1.14)/4</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

31) Compared with other instructors I have had at the U of S, I would say this instructor is:

<table>
<thead>
<tr>
<th>Not</th>
<th>Applicable</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>Your vote(stdev/Med)</th>
<th>Overall median(stdev/Med)</th>
<th>1XX</th>
<th>2XX</th>
<th>3XX</th>
<th>4XX</th>
</tr>
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<tr>
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<td>0</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3.21(1.21)/3.5</td>
<td>3.91(1.01)/4</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

32) As an overall rating, I would say the instructor is:

<table>
<thead>
<tr>
<th>Not</th>
<th>Applicable</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>Your vote(stdev/Med)</th>
<th>Overall median(stdev/Med)</th>
<th>1XX</th>
<th>2XX</th>
<th>3XX</th>
<th>4XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3.21(1.21)/3.5</td>
<td>3.91(1.01)/4</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

33) Should this instructor be nominated for an outstanding teaching award?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**STUDENT AND COURSE CHARACTERISTICS**

34) Course difficulty, relative to other courses was:

<table>
<thead>
<tr>
<th>Not</th>
<th>Applicable</th>
<th>Easy</th>
<th>Very Easy</th>
<th>Average</th>
<th>Difficult</th>
<th>Very Difficult</th>
<th>Your vote(stdev/Med)</th>
<th>Overall median(stdev/Med)</th>
<th>1XX</th>
<th>2XX</th>
<th>3XX</th>
<th>4XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>2.36(0.81)/2</td>
<td>3.04(0.87)/3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

35) Course workload, relative to other courses was:

<table>
<thead>
<tr>
<th>Not</th>
<th>Applicable</th>
<th>Light</th>
<th>Very Light</th>
<th>Average</th>
<th>Heavy</th>
<th>Very Heavy</th>
<th>Your vote(stdev/Med)</th>
<th>Overall median(stdev/Med)</th>
<th>1XX</th>
<th>2XX</th>
<th>3XX</th>
<th>4XX</th>
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<tr>
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<td>0</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>2.79(0.77)/3</td>
<td>2.90(0.82)/3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

36) Course pace was:

<table>
<thead>
<tr>
<th>Not</th>
<th>Applicable</th>
<th>Slow</th>
<th>Very Slow</th>
<th>Average</th>
<th>Fast</th>
<th>Very Fast</th>
<th>Your vote(stdev/Med)</th>
<th>Overall median(stdev/Med)</th>
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<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>2.57(0.82)/3</td>
<td>2.93(0.6)/3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

37) Hours per week outside of class:

<table>
<thead>
<tr>
<th>Not</th>
<th>Applicable</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Very High</th>
<th>Your vote(stdev/Med)</th>
<th>Overall median(stdev/Med)</th>
<th>1XX</th>
<th>2XX</th>
<th>3XX</th>
<th>4XX</th>
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<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>3.36(0.48)/3</td>
<td>3.19(0.85)/3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

39) Overall average at U of S. Leave blank if not yet established:

<table>
<thead>
<tr>
<th>Less than 50%</th>
<th>50% to 59%</th>
<th>60% to 69%</th>
<th>70% to 79%</th>
<th>80% to 89%</th>
<th>90% to 100%</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

40) Expected grade in the course:

<table>
<thead>
<tr>
<th>Less than 50%</th>
<th>50% to 59%</th>
<th>60% to 69%</th>
<th>70% to 79%</th>
<th>80% to 89%</th>
<th>90% to 100%</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

41) Reason for taking the course. Select the one which is best:

<table>
<thead>
<tr>
<th>Required</th>
<th>For Major</th>
<th>Elective</th>
<th>For Major &amp; Related Field</th>
<th>Degree Requirement</th>
<th>Minor or Related Field</th>
<th>General Interest</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

42) Year in program:

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>1</td>
</tr>
</tbody>
</table>

43) Year in University:

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>1</td>
</tr>
</tbody>
</table>

**COMMENTS/FEEDBACK**

44) Please provide any additional comments or feedback.

163035: Phil is a good prof. He’s obviously very well read and likes what he does, but could maybe dumb it down a little for his fourth years.

163257: This was class was terrible. Very disorganized. We were never given a rubric for our projects so it is very difficult to know how we will be marked. RRM students should not have to take two project courses in the same year. It was very difficult to meet with group members. Also as the RRM 421 project was ongoing for a full year often the 485 project was neglected as I had to priorit.

171445: I feel this class is completely unnecessary for RRM students. Fourth year RMM students already have a capstone project course (RRM 421) that is a degree requirement. RRM 421 is a very intensive class with students working on real world resource projects in conjunction with industry and academic mentors from September until April. Forcing RRM students to take on another capstone project during their last semester when they are already under considerable stress to finish the RRM 421 capstone project places too much stress on students and is unfair for RRM students. EVSC 485 is the capstone project course for Environmental Science majors so it is a reasonable degree requirement for these students, however, as I have mentioned, RRM students already have a 6 credit unit capstone course and it is unfair to require them to complete both capstone courses.Beyond the issue of creating an extremely heavy workload for RRM students, the EVSC 485 course is of very poor quality. The course teaches students nothing that EVSC and RRM students have not heard multiple times before in classes such as GEOG 280 or any other environmental sustainability/environmental science courses. Students gain very little from attending class since there are no substantial facts, theories or concepts covered in the lecture. Instead, lectures consist of discussing the professors’ opinion on one or multiple subjects for an hour and twenty minutes. All learning is done outside of class through assigned readings and mandatory online discussions. The class is therefore run as an online course with students required to devote significant time outside of class to learning and discussing the material on their own but with the added burden of having to attend 3 hours of lecture a week. During lecture the professors conducted the discussion in a very opinionated and biased way, making students with contradicting views uncomfortable in contributing to the discussion. The course was structured very poorly and throughout the entire term students were unsure of exactly how marks were being assigned and how final marks were to be calculated. Students were unsure whether online discussions contributed toward the “class participation” marks or “assignment” marks. Multiple students asked the professors to clarify this in class but a straight forward and clear answer was never given. Not a single grading rubric was provided to students throughout the entire term, not even for the final project worth 40% of the students grade. In fact the final project was so unstructured it was impossible for the student to tell the professors how their project should be marked. The professors continually lectured about empowering students, yet when students requested to change the midterm exam so that it was not a take-home midterm during the February break, both professors were reluctant to even grant student requests to hold a class vote. Eventually the class was allowed to vote on whether the midterm exam would be held in class before the break or worked on at home over the February break. However, the professors phrased
the question to be voted on in a very biased way that made it clear to students that the professors would be unhappy if students voted to hold the midterm in class. As a result, students felt forced to vote for what the professors wanted and the midterm was a take-home midterm over the February break. I felt this was very unfair for the professors to influence the vote. Overall I was extremely disappointed. I thought the midterm was the most poorly constructed, unorganized, and poorly taught class I have ever taken in the College of Agriculture throughout my four years as a student at the U of S.

164151: Not very organized, overpowered the other professor who I felt would have been very good had he taught the course on his own. The class have a mess and it felt like the first day had it not been required for my degree. The whole class was a mess, and you could tell the lack of organization. A shame I had to spend my money on. Ory on this class just like RRM 421, except the fact that 421 is amazing and this was awful). RRM students do not need to take this class, or it needs to be reconstructed. There does not need to be a major group project in this class when we have RRM 421. I do not think this class was anything next to nothing from this class. I was disappointed that I had registered for 485 and then found myself in 401, it was not what I had signed up for or was expecting. Very disappointing. I feel this class did not express my overall disappointment as I was originally very excited for this class when I signed up to take EVSC 485 with Dan Pennick.

169166: This course was very disorganized. I felt like I got nothing out of it. There was to many differing opinions on subjects and where the course was intended to take us by the end. I did not feel as though this course was a "capstone" of any kind. It needs work and restructuring.

165318: I like Philip, he is very knowledgeable on wide array of subjects. He is clearly very intelligent and really encouraged deep thought and dialogue within the class. Philip takes a anthropologist and liberal-arts view towards topics, which can be quite refreshing. Too often a lack of his lecturing and the general direction of the course were all over the place. He would go off on long round about rants and explanations to things on a regular basis which really just needed a simple explanation. Although I tend to be interested in the same things as he is and share most of his values and beliefs, I think he really brought quite a bit of bias into the class. He always made smug comments about topics or current events. I for the most part am on the same page as him on these topics and current events but I really realize that not everyone is. As a professor I think you need to be a little more conscious or neutral about what you say and how you act. Everyone has different interpretations so it is not necessarily mean that yours is better or right. The vibe I got from Philip is that he thinks unequivocally that his beliefs and ideology are right, and that everyone else is wrong. That being said, all in all I think that Philip is a pretty interesting guy and that you get the most out of his teaching if you open up to his ideas and ideology.

163412: Phillip Loring was the worst mistake in hiring at the U of S I have ever seen. He had no sense of the U of S or what RRM was. He was an extreme environmentalist who put no merit to what we have been learning for the past 4 years. I have never seen a class so unstructured in my 5 years here. They did not stick to a syllabus and we still to this day have no idea what the total allocation of our marks are. Phillip was grossly unqualified for this position and it hindered my final year capstone course. I am planning on making a formal complaint because this was lazy hiring on the U of S side. I feel that the RRM program is not what it needs to be, no structure, no sense of what our program is. The final project was brought to us late in the semester and we were expected to produce a 20 mini presentation on a subject that we essentially just got. In the middle of the semester they decide randomly to stop doing the online discussions and stop making us do anything. They did not realize that RRM is about finding the right way to do exploration in oil and gas and we are not environmentalist. This was a terrible class and I am so disappointed this happened.

164323: I disliked the lack of structure in this course. I understand where not wanting to have such a concrete syllabus came from but I feel that this class went to far in the other direction by being too freeform and confusing, and frustrating. The syllabus we were given at the beginning of the course was not followed and when questions were asked such as how much a component was worth no answer was given. I feel like a better option would have been to have it open for changes of some kind but ensure that the updated version of the syllabus is clear to students. I also feel that Phillip could have made more of an effort to learn more about the program and the students interests. Even though he is from SENS and this was technically a SENS class there were little or no SENS students in it and the course with the "open syllabus" could have been adapted of agbio students. While there was a survey done at the beginning of class about this it either was not looked at or not enough information to accurately understand students background. I was clear that Philip did not make that much effort to adapt his material to Canadian and American measurements and references. I also feel that much of what Philip talked about in his class was his own opinion on subjects that he did not have complete knowledge on. I feel that he did not ask for other opinions other then his own other then trying to discredit them. I feel we were very much taught Philip's own world view instead of various theories. Examples of areas that I feel he focused too much in his own opinion were areas like vegetarianism and GMO. I feel that Philip could have made a clear approach to his teaching for SENS students and classes but I do not feel that this class was beneficial to my learning or future career as an RRM student. I feel like Philip an, this class is not suited for RRM. This was especially disappointing as we were expecting to take EVSC 485 with an actual agbio instructor and without knowledge or warning the class was changed.

174338: Phil was nice and I enjoyed him. However in general this class lacked set objectives and I don't feel I learned anything. I like that this class was very different from the other classes I have had. I think both Collin and Phil with a little organization could have really interesting results.

174435: Phil is an EXCELLENT discussion facilitator. He and Colin were an excellent team. They listened to the class, they provided good and timely insight for the discussions, they presented thought provoking material and they were always willing to help. Phil really enjoyed helping to me and I really enjoyed the interesting "lens" for observing environmental issues. Because of his social science approach to issues, he brought a point of view that I was not familiar with after 3.5 years at this university.

167793: This course at times felt like it was all over the map, but I think that is because it is the first actual seminar based class I have taken. The readings were light, and heavy, and they were not all related, so there was not much notice for their completion they would have been better. I also dont know if I missed something but I did not complete the books that were required, and would have liked to have gone through those. That being said I was busy with work and 5 classes so I am sure this is also partly my fault. The books are good though and I will read them as they are the first sustainability related books that have ever been assigned to me in my university education. I just liked the emphasis on discussion its just to bad they were not more varied, other classes such as this could have a little bias into the class. I have noticed for their completion they would have been better. I also dont know if I missed something but I did not complete the books that were required, and would have liked to have gone through those. That being said I was busy with work and 5 classes so I am sure this is also partly my fault. The books are good though and I will read them as they are the first sustainability related books that have ever been assigned to me in my university education. I just liked the emphasis on discussion its just to bad they were not more varied, other classes such as this could have a little bias into the class. I have noticed for their completion they would have been better.

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