

ⓘ Please Note: Due to COVID19/Emergency Remote Teaching, survey responses may have been affected.

ESCI ONLINE SURVEY STATISTICS

9/18/20

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Summer Quarter 2020 -- ESCI Online

Department and Campus Norms taken over time span: Summer Quarter 2015 - Summer Quarter 2020

Abbrv: **POLS** Instructor: **HUNNICUTT P L** Rank: **Teaching Associate** Course: **POLS 176 0100** Type: **Lecture**
 Department: **POLITICAL SCIENCE** Course Enrollment: **50**

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These two questions were determined by the Academic Senate Committee on Academic Personnel (CAP) and Committee on Effective Teaching and Instructional Support (CETIS) to be appropriate for all student end-of-course surveys.

(1) **A.** In rating a course, you should consider the instructor's teaching apart from the course materials or content.

Please rate the overall quality of the instructor's teaching.

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

Response weighting:	1	2	3	4	5	Blank Response	Total Students	Total Courses	Mean	Median
	(a)	(b)	(c)	(d)	(e)					
This COURSE current quarter	81%	10%	10%			0	21	1	1.3	1.0
Student-weighted Norms (UG students)										
Dept POLS TCHG ASSOCs current qt	67%	22%	8%	2%	1%	0	174	8	1.5	1.0
Dept POLS TCHG ASSOCs over time	67%	22%	8%	2%	1%	0	174	8	1.5	1.0
Campus TCHG ASSOCs over time	57%	23%	12%	6%	2%	8	8218	370	1.7	1.0
Course-weighted Norms (UG courses)										
Dept POLS TCHG ASSOCs current qt	65%	22%	9%	3%	1%			8	1.5	1.0
Dept POLS TCHG ASSOCs over time	65%	22%	9%	3%	1%			8	1.5	1.0
Campus TCHG ASSOCs over time	58%	22%	12%	6%	2%			370	1.7	1.0

(2) **B.** Please rate the overall quality of the course, including its material or content, independent of the instructor's teaching.

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

Response weighting:	1	2	3	4	5	Blank Response	Total Students	Total Courses	Mean	Median
	(a)	(b)	(c)	(d)	(e)					
This COURSE current quarter	71%	14%	10%	5%		0	21	1	1.5	1.0
Student-weighted Norms (UG students)										
Dept POLS TCHG ASSOCs current qt	62%	26%	9%	3%		0	174	8	1.5	1.0
Dept POLS TCHG ASSOCs over time	62%	26%	9%	3%		0	174	8	1.5	1.0
Campus TCHG ASSOCs over time	55%	24%	13%	5%	2%	28	8218	370	1.7	1.0
Course-weighted Norms (UG courses)										
Dept POLS TCHG ASSOCs current qt	61%	26%	9%	4%				8	1.6	1.0
Dept POLS TCHG ASSOCs over time	61%	26%	9%	4%				8	1.6	1.0
Campus TCHG ASSOCs over time	55%	24%	13%	5%	2%			370	1.7	1.0

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Department: **POLITICAL SCIENCE**

Rank: **Teaching Associate** Course: **POLS 176 0100**
Course Enrollment: **50**

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(3726) 1. **Please indicate what you consider to be the most valuable aspects of the course.**

Clear and easy to follow lectures. I liked the modules to help with assignments.

Seeing how energy plays into politics and the pros and cons of certain resources.

The course material, discussion, and Patrick's overall teaching. He was really nice and open, which made lectures fun. After having him as a professor, I realized that a lot of other professors in the department were a little rude or intimidating, so having Patrick as a professor was like a nice conclusion to my time at UCSB.

I think that the lectures and problem sets are the most valuable aspects. The problem sets allow us to apply our readings and material learned in lecture to real-world situations. The lectures are very comprehensive and organized, making it easy to follow and understand the material.

I appreciate the flexibility of this course allowing students unable to participate at the designated lecture time to instead participate at their own time.

He made the online lectures really easy to follow.

I found the problem set questions to be the most valuable aspect.

This class was amazing. Patrick was an amazing professor, his lectures every week were wonderful and the modules dedicated to helping us with the problem sets were awesome. I loved every aspect of this class! The structure was great and set up really well to help students succeed. Patrick was a fantastic professor; he was super knowledgeable, a great lecturer and really helpful. This class was awesome, I wouldn't change anything about it!

The amount of information and resources made available is very helpful in completing the tasks required by this course.

Professor Hunnicutt is a really great teacher, I learned a lot and I feel lucky to have gotten to take his class.

The lectures were well thought out and interesting.

This course always connected/correlated the topics we learned to modern political discourse and I really appreciated that. I also liked that this course provided a number of resources/reading materials to supplement the course topics.

Class is very applicable to current events.

Great lecturer, good information, enjoyed the readings. I found Patrick to be very knowledgeable of the topics, he is clearly

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passionate about the subjects. He was a great teacher.

I really liked how broad it was; that is covered the basics of energy to environmental injustice and electrification in Africa.

Loved the material, loved the teacher covering so many aspects of energy. Confronting complications directly, like climate change and social inequities, was very important to me. Grateful for this opportunity learning the background of utilities and energy policy that will be very important in the future because of exacerbating issues around climate change, land use, human civilization, covid-19 recovery, etc.

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(3707) 2. **How could the course be improved? (e.g. additional detail about topics, modifications to instructional materials, different teaching strategies, etc.)**

Group breakout sections aren't that helpful, too long sometimes if no one is really talking.

maybe including a class groupme or some form of communication for the students among each other.

N/A

The only thing I could think of is that I wish there could be time dedicated solely on discussing readings, but I assume that's what section would have been there for if there was section.

No way, the course was incredible.

None, I am very satisfied with the way the course was taught.

Nothing, I loved this class!!

The information in lecture requires a lot of analysis and conceptual thinking. With that being said, more time on less topics would be ideal. Summer classes are faster so while I can see this being difficult, I believe a lot of important topics were gone over so quickly during lecture that I was often left confused on a large portion of the topics.

The amount of reading was a bit overwhelming and discouraging if I fell behind. The problem sets were mostly fairly graded but some answers were docked points for things not stressed in lectures or readings. I think better communication from the TA and their expectations would have been helpful.

In terms of remote instruction, I think the course could be a little less material/information-dense. The readings got to be overwhelming at times.

Really enjoyed the course and the professor.

None! I thought you were awesome. Have a good rest of your summer.

I lot of the course focused on electricity, and I feel like oil and transportation were largely left out from the second part of the course. Also, given the online format I would have enjoyed a discussion hour. For a previous class, it was an optional section that the TA lead where we could discuss topics from the course with other students. It was a fun way to interact with the material

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and meet people in the class.

The strictness of the problem sets might have some students who have paid attention to the material fall through the cracks, even in normal times, but even more obviously in the pandemic where normal lines of support are hard to access. Strict deadlines are ableist, are furthering the colonization of our time and labor, intersect with western imperialism and racial capitalism by putting people's success in the class in jeopardy if they do not have a consistent ability to conform to producing on this schedule. I think within the next few years the concept of Decolonizing Time will receive more attention from academics. It already is in some disciplines (like feminist, critical theory, disability, indigenous and decolonial Studies). Deadlines as targets can seem necessary in a class for many reasons, but I think there are ways to have inclusive options.

Adjunct Faculty Mentoring Project: Classroom Observation

Instructor: Patrick Hunnicutt, Teaching Associate

Course: PS 176 (Energy Politics) – M20

Date: Summer Session B Observation, Week #5

[*Note:* All POLS courses were offered remotely during the Summer 2020. Per Chair Bruhn’s directive, and to accommodate the increase in my duties, all Teaching Associates and/or Adjuncts participating in the department’s Adjunct Mentoring Program received feedback on two observations, one during the second week of the session, and one during the fifth week. Under normal operating conditions I would observe two lectures, with the academic mentor assigned to the instructor observing an additional lecture. Upon prearrangement this term, the instructor’s academic mentor performed one observation, and I performed the other observation.]

As required under our Adjunct Mentoring Program, I viewed approximately 40 minutes of a recorded asynchronous Zoom lecture from the fifth week of the term which covered material on U.S. state-level environmental policy. Patrick’s lecture, originally offered synchronously to his class, followed up on a lecture on the “Green New Deal” from the previous session and offered a nice example of energy policy developed at the state level, as well as provided an illustration of American federalism in a contemporary (and topical) context.


I found the lecture clear, well-organized, and sufficiently rigorous for an upper division course in our major. Patrick is teaching his first course for us as an instructor of record, and under extraordinary circumstances during the Covid-19 related campus closure. We are grateful for his willingness to do this and for designing his course for remote instruction. Since this is the first time he’s taught this course, and is just beginning his teaching practice, he should be applauded for taking on a challenging assignment at this stage of his career. We hope that this summer’s effort will prove helpful in informing that practice, and in providing him with valuable career experience.

In designing the course for remote instruction this summer Patrick has chosen to implement some of the best features of Zoom, sharing his image and that of his screen, displaying clear and well-designed slides. He began the lecture by verbalizing the day’s agenda, explaining how the new material tied into the previous lecture and illustrated state efforts at creating energy policy. I particularly appreciated how he periodically stopped the lecture, enabled his image, and then asked good questions of his students. Doing these things helps student engagement, by “humanizing” the instructor, as well as breaking up what can be a pretty static experience. I found the questions pitched appropriately to the lecture (and audience), requiring synthesis of information at times, as well as questions which occasionally gauged student learning – in

Hunnicut – POLS 176 Observation, Summer 2020

essence, checking in with his students. Patrick took care to wait out reluctant students before jumping in with his answers, and appropriately validated student responses, clarifying misunderstandings gently as needed. About half-way through the hour-long lecture he broke the class into break out rooms on Zoom for consideration of the New York policy under discussion, regrouping later for a class discussion. Since some of the class intended to view the lecture asynchronously, Patrick required these students to submit a short response piece on GauchoSpace, a nice way to ensure asynchronous student engagement.

At this point I really don't have any suggestions for Patrick. He is doing a fine job with this course and is way beyond what I would expect for a new instructor at this point in his career. I appreciate the effort he has put into making the class accessible, as well as his discernment about how to increase and ensure student engagement during remote instruction. I hope he'll reach out to his academic mentor, Prof. Stokes, or to me, if he has any questions, and I look forward to observing future lectures if we have the opportunity to engage his services again.

DocuSigned by:

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Alison G. Keleher, PhD
Undergraduate Program Coordinator

9/4/20

Cc: Personnel file; Vice Chair Kaplan; Faculty Mentor Professor Stokes; and Graduate Advisor Ahuja.