

# Duke University - Trinity and Pratt Undergraduate Programs

## Pratt EGRP Course Evaluations - Fall 2022

**Course:** EGRMGMT-590-08: ADV TOPICS IN ENG MGMT.EGRMGMT-590-08.  
**Instructor:** Guerry Grune \*  
**Response Rate:** 27/36 (75.00 %)

**1 - Thank you for completing an evaluation.**Your constructive comments and ratings will be helpful to the faculty for improving this course for future students, helpful to the Duke administration for faculty promotion and awarding teaching-based recognitions, and helpful to other students considering enrolling in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
I understand the purpose of course evaluations.	(1)	27	100.00%	<div><div></div></div>				
				0 25 50 100				
Response Rate								
27/36 (75.00%)								

**2 - The goal of evaluations is to help instructors identify which aspects of the course are most effective and which aspects could be productively changed.** Please do your best to focus on the course components and learning environment, and avoid superficial comments that are not relevant to the learning environment (for example, comments about the appearance of the instructors or personal attacks are not helpful or appropriate).

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
I will do my best to be constructive.	(1)	27	100.00%	<div><div></div></div>				
				0 25 50 100				
Response Rate								
27/36 (75.00%)								

**3 - Prior research has identified biases in course evaluations related to instructor gender, age, race, ethnicity, sexuality, or other aspects of identity.** Keep this in mind when reflecting on your course experience, and do your best to minimize the influence of any particular instructor identities on your evaluation.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
I will do my best to avoid potential biases.	(1)	27	100.00%	<div><div></div></div>				
				0 25 50 100				
Response Rate								
27/36 (75.00%)								

**4 - When answering questions that refer to "learning," please consider the relevant aspects of learning that are specific to this course (for example, acquisition of skills and methodology, retention of course content, new ways of thinking, or anything else that the course offered).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
I understand.	(1)	27	100.00%	<div><div></div></div>				
				0 25 50 100				
Response Rate								
27/36 (75.00%)								

**5 - Overall Appraisal**Give an overall rating for the quality of this course (e.g., content, structure, approach, educational value).

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Very poor	(1)	0	0.00%	<div><div></div></div>				
Poor	(2)	5	18.52%	<div><div></div></div>				
Adequate	(3)	5	18.52%	<div><div></div></div>				
Good	(4)	9	33.33%	<div><div></div></div>				
Excellent	(5)	8	29.63%	<div><div></div></div>				
				0 25 50 100	Question	Department	All Masters Courses	
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses
27/36 (75.00%)	3.74	1.10	4.00	1403	4.17	0.96	4.00	1583
					Mean	STD	Median	
					4.16	0.97	4.00	

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### 6 - Please elaborate on your impressions of the quality of the course.

**Response Rate** 18/36 (50%)

- The professor makes the class very intensive with their teaching style and ability to deliver exactly what the students desire and what will be helpful to us. The course is well structured.
- The course, although new, is very promising and has real applications in the industry. The guest lectures and LCA workshops were worthwhile, the guest lecturers were highly engaging. The course could get a bit deeper and i wish the projects were a bit more engaging and realistic. The course felt a bit too easy to me, coming from Chem Engg background i expected some rigor and moderate load.
- Helped me learn how companies can attain sustainability.
- The course topics are really good and interesting but lacked structure. It was difficult to follow. Lot of great speakers but it was not of much help regarding the topic of the course. Had the opportunity to learn some very powerful tools like LCA but it is very difficult to learn it on our own, need some more focus on teaching how to perform LCA.
- The course aimed at introducing something new and important in reference to how companies would have to do business in the future.
- This course gave me the opportunity to work for a real company working in the sustainability sector. My mentor from the industry guided us on every step of the project and we learned so many things about user research and LCA techniques. It taught me a new tool to calculate the environmental impact of each product and service which will help me in my professional career. Since the course was introduced for the first time, it took some time to structure it well but overall it was a good experience. The guest lectures were really inspirational to get insights about how leaders think and act.
- Interactive and not too burdening.
- I know this was the first semester this course was offered. With that in mind, I want this to be seen as constructive criticism since I believe this course has great potential if it is well organized. Firstly, this course felt more like a seminar with the amount of external speakers that came to class. Personally, I would've liked if we only had a couple of external speakers throughout the semester, and worked on outside research for our assigned projects OR worked directly with GaBi/Umberto software. That said, it would be advantageous for Guerry to bring in an LCA expert that can walk the students through the software (e.g. Umberto or GaBi) this is NOT an easy software to throw your students into, with little to no knowledge. To set next semester's students up for success, it would be best to have a few crash courses on LCA and/or Umberto as well as background information / research on why each group was assigned the type of group they were, and why they are considered "sustainable products"
- The course was not structured and it kept changing throughout the course. Better structure and more learnings towards sustainability would have been better.
- Really great guest speakers and interesting content (patents, sustainability, etc..)
- Teach us about many useful tools regarding LCA analysis and knowledge about patents.
- 1 - The course lacked structure 2 - The content did not support the course outcomes 3 - The speakers spoke on un-related topics and lacked continuity 4 - There was a conflict between our class deliverables and client expectations 5 - The classes often ran longer than the stipulated time 6 - The tools were provided, but we did not get training to use those tools
- It felt unplanned
- It's a very beneficial course and something that would be very industry relevant in the coming years Helped us learn few important concepts
- the scope of the course is good. but it needs to have a better structure. The course has a final project. It is better to have the project split into different parts and to have separate weekly assignments. It felt that the course lacked a checkpoint to check the groups are on the track. It will be really good if we have enough support to use LCA tools. one class could be dedicated to the LCA tool tutorial.
- The title and the purpose of this class are very appealing but the delivery lacks structure and I kept losing the point of the classes. I appreciate Prof. Grune bringing so many industry experts who have made it in the real world but sometimes, I don't understand the purpose of their talk and very hard to relate it back to the class' title and purpose. Furthermore, I understand the purpose of LCA and appreciate the opportunity to learn it, but Prof. Grune pretty much expects us to work autonomously on it ourselves when he himself has never even used the software he asked us to use. So he could barely help us on that end.
- Being the first semester for this course to be taught, we weren't sure what was expected from the course. The content was interesting and the opportunity to engage with multiple experienced guest speakers was amazing.
- The course structure was a bit ambiguous and spontaneous, and there was no clear outcome of the course that connected to sustainability.

### 7 - Give an overall rating for quality of the instructor (e.g., presentation, knowledge, fairness, responsiveness).

**Guerry Grune**

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Very poor	(1)	0	0.00%								
Poor	(2)	0	0.00%								
Adequate	(3)	3	11.11%	■							
Good	(4)	7	25.93%	■							
Excellent	(5)	17	62.96%	■							
					0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median
27/36 (75.00%)	4.52	0.70	5.00	1617	4.32	0.88	5.00	1797	4.31	0.90	5.00

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**Response Rate:** 27/36 (75.00 %)

### 8 - Please elaborate on your impressions of the quality of the instructor.

#### Guerry Grune

**Response Rate** 16/36 (44.44%)

- Dr. Guerry is an admirable personality, with an exceptional background and knowledge on the subject. Oftentimes he's helped us navigate through our final project. It's a pleasure to interact with him.
- Is a great Instructor and goes above and beyond for the student's welfare. Brings different people from different sectors of the industry to teach students.
- Guerry is an amazing professor, very engaging and friendly.
- Guerry is an excellent orator and knows a lot about his field.
- Prof. Guerry is one of the best and most humble course instructors here at Duke. He gave us the flexibility to choose our own projects as per our interests and he gave us the tools which will be helpful in our career. He was generous enough to bring us healthy food in every class and he always stressed on sustainability part in every aspect of life.
- Guerry is extremely knowledgeable, communicative and attentive to his students. However, there was a lack of organization when it came to each week's class.
- The knowledge he has shared is very useful on a long term basis.
- Amazing professor! Lots of knowledge and experience in this field.
- GG is very knowledgeable and considerate. He did his best to give this lecture for the first time.
- The instructor tried his best. There is nothing wrong about the instructor. Just because the course was offered the first time, it required structure, continuity, and deliberate training in using LCA tools.
- Professor Guerry's class felt a bit unstructured, he is an excellent orator but could have worked more on the course content. The course felt heavily dependent on external speakers.
- Engaging Extremely well way of delivering Helpful and kept us in high spirit across the sem
- The professor has a ton of experience and he is always ready to share and help students.
- Prof. Grune is very smart and well knowledge in the IP world. He wants to teach his students to be critical thinkers.
- Dr. Grune is highly knowledgeable about the topic and makes the class very interactive. His passion for what he does is clearly observable. He is supportive, cares about his students, and is always there to help when needed. He is a lovely person and I am happy to have taken his class.
- Prof Grune taught the topics very well and explained the concepts in depth, kept the class engaging and fun.

### 9 - Would you recommend this faculty member for a Pratt Teaching Award?

#### Guerry Grune

Response Option				Weight	Frequency	Percent	Percent Responses	Means					
Yes				(1)	19	73.08%	<div><div></div></div>	<div><div>1.27</div><div>1.31</div><div>1.33</div></div>					
No				(2)	7	26.92%							
								<div><div>0</div><div>25</div><div>50</div><div>100</div></div>	Question	Department	All Masters Courses		
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	All Masters Courses	Mean	STD	Median
26/36 (72.22%)		1.27	0.45	1.00	1578		1.31	0.46	1.00	1751	1.33	0.47	1.00

- He's an impeccable teacher and it was amazing working with him!
- He is always ready to support his students in every possible way. He even took us on a field trip to help us work on our project.
- I think Guerry Grune would be deserving of the Pratt Teaching Award in the future!
- Class is always engaging and he really cares about the students in his class.
- Great interaction with students. Considerate. Practical and meaningful projects in the class.
- He is a wonderful professor with immense knowledge in his field.

### 10 - Self-EvaluationHow many hours per week, on average, did you spend outside of scheduled class (including labs) on this course?

Response Option			Weight	Frequency	Percent	Percent Responses	Means						
3-6 hours per week			(1)	20	74.07%	<div><div></div></div>	<div><div></div><div></div><div></div></div> <div><div>1.44</div><div>1.94</div><div>1.98</div></div>						
6-9 hours per week			(2)	3	11.11%	<div><div></div></div>							
9-12 hours per week			(3)	3	11.11%	<div><div></div></div>							
12-15 hours per week			(4)	1	3.70%	<div><div></div></div>							
15+ hours per week			(5)	0	0.00%	<div><div></div></div>							
02550100							Question	Department	All Masters Courses				
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	All Masters Courses	Mean	STD	Median
27/36 (75.00%)		1.44	0.85	1.00	1392		1.94	1.02	2.00	1572	1.98	1.04	2.00

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### 11 - How difficult was this course for you?

Response Option			Weight	Frequency	Percent	Percent Responses	Means							
Very low difficulty			(1)	0	0.00%									
Low difficulty			(2)	12	44.44%									
Moderate difficulty			(3)	11	40.74%									
High difficulty			(4)	4	14.81%									
Very high difficulty			(5)	0	0.00%									
02550100							Question		Department		All Masters Courses			
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	All Masters Courses		Mean	STD	Median
27/36 (75.00%)		2.70	0.72	3.00	1401		2.94	0.91	3.00	1579		2.95	0.92	3.00

### 12 - What level of critical thinking did this course require?

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Very low				(1)	0	0.00%								
Low				(2)	2	7.41%								
Moderate				(3)	13	48.15%								
High				(4)	6	22.22%								
Very high				(5)	6	22.22%								
							0	25	50	100	Question	Department	All Masters Courses	
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	All Masters Courses		Mean	STD	Median
27/36 (75.00%)		3.59	0.93	3.00	1400		3.61	1.04	4.00	1579		3.59	1.03	4.00

### 13 - What was your interest level in this course topic at the beginning of the semester?

Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Very low		(1)	0	0.00%		4.15		3.57		3.54		
Low		(2)	2	7.41%								
Moderate		(3)	6	22.22%								
High		(4)	5	18.52%								
Very high		(5)	14	51.85%								
					0	25	50	100	Question	Department	All Masters Courses	
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
27/36 (75.00%)	4.15	1.03	5.00	1403	3.57	1.04	4.00	1583	3.54	1.04	4.00	

### 14 - What is your interest level in this course topic now?

Response Option			Weight	Frequency	Percent	Percent Responses		Means						
Very low			(1)	1	3.70%									
Low			(2)	5	18.52%									
Moderate			(3)	5	18.52%									
High			(4)	6	22.22%									
Very high			(5)	10	37.04%									
						0	25	50	100	Question	Department	All Masters Courses		
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	All Masters Courses		Mean	STD	Median
27/36 (75.00%)		3.70	1.27	4.00	1404		3.79	1.11	4.00	1584		3.76	1.12	4.00

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### 15 - How often did you attend class (either live or asynchronously)?

Response Option		Weight	Frequency	Percent	Percent Responses		Means									
More than 95% of the time		(5)	22	81.48%	<div><div></div></div>		<div><div>4.78</div><div>4.71</div><div>4.73</div></div>									
85-95% of the time		(4)	4	14.81%	<div><div></div></div>											
75-85% of the time		(3)	1	3.70%	<div><div></div></div>											
50-75% of the time		(2)	0	0.00%	<div><div></div></div>											
0-50% of the time		(1)	0	0.00%	<div><div></div></div>											
					0	25	50	100	Question		Department		All Masters Courses			
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	All Masters Courses		Mean	STD	Median		
27/36 (75.00%)		4.78	0.51	5.00	1403		4.71	0.69	5.00	1582		4.73	0.67	5.00		

### 16 - What grade do you expect to receive in this class?

Response Option				Weight	Frequency	Percent	Percent Responses	Means					
A				(4)	26	96.30%			4.00	3.88	3.86		
B				(3)	0	0.00%							
C				(2)	0	0.00%							
F				(1)	0	0.00%							
Other				(0)	1	3.70%							
0 25 50 100							Question	Department	All Masters Courses				
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	All Masters Courses	Mean	STD	Median
27/36 (75.00%)		4.00	0.00	4.00	1401		3.88	0.34	4.00	1576	3.86	0.37	4.00

### 17 - Appraisal of Learning

The readings supported the objectives of this course.

Response Option				Weight	Frequency	Percent	Percent Responses		Means									
Strongly agree				(5)	9	33.33%												
Agree				(4)	10	37.04%												
Neutral				(3)	5	18.52%												
Disagree				(2)	2	7.41%												
Strongly disagree				(1)	0	0.00%												
N/A				(0)	1	3.70%												
							0	25	50	100	Question		Department		All Masters Courses			
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	All Masters Courses		Mean	STD	Median				
27/36 (75.00%)		4.00	0.94	4.00	1401		4.39	0.82	5.00	1579		4.40	0.80	5.00				

### 17 - Appraisal of Learning

The assignments and projects supported the objectives of this course.

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree				(5)	13	48.15%			4.30	4.40	4.40			
Agree				(4)	9	33.33%								
Neutral				(3)	5	18.52%								
Disagree				(2)	0	0.00%								
Strongly disagree				(1)	0	0.00%								
N/A				(0)	0	0.00%								
02550100							Question		Department		All Masters Courses			
Response Rate		Mean	STD	Median	Department		Mean	STD	Median	All Masters Courses		Mean	STD	Median
27/36 (75.00%)		4.30	0.78	4.00	1390		4.40	0.87	5.00	1569		4.40	0.86	5.00

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**Response Rate:** 27/36 (75.00 %)

### 17 - Appraisal of Learning

The class discussions and/or lectures supported the objectives of this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree	(5)	12	44.44%			4.00	4.38	4.38			
Agree	(4)	8	29.63%								
Neutral	(3)	4	14.81%								
Disagree	(2)	1	3.70%								
Strongly disagree	(1)	2	7.41%								
N/A	(0)	0	0.00%								
					0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median
27/36 (75.00%)	4.00	1.21	4.00	1398	4.38	0.86	5.00	1577	4.38	0.86	5.00

### 17 - Appraisal of Learning

I would recommend this course to future students.

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree	(5)	10	37.04%			3.78	4.23	4.21			
Agree	(4)	8	29.63%								
Neutral	(3)	4	14.81%								
Disagree	(2)	3	11.11%								
Strongly disagree	(1)	2	7.41%								
N/A	(0)	0	0.00%								
					0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median
27/36 (75.00%)	3.78	1.28	4.00	1392	4.23	1.06	5.00	1570	4.21	1.08	5.00

### 17 - Appraisal of Learning

The evaluation method (exams, homework, etc.) matched the objectives and content for the course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree	(5)	11	40.74%			4.19	4.28	4.28			
Agree	(4)	11	40.74%								
Neutral	(3)	4	14.81%								
Disagree	(2)	1	3.70%								
Strongly disagree	(1)	0	0.00%								
N/A	(0)	0	0.00%								
					0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median
27/36 (75.00%)	4.19	0.83	4.00	1394	4.28	0.95	5.00	1572	4.28	0.95	5.00

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### 17 - Appraisal of Learning

The evaluation method (exams, homework, etc.) for this course was fair.

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree	(5)	14	51.85%								
Agree	(4)	9	33.33%								
Neutral	(3)	3	11.11%								
Disagree	(2)	1	3.70%								
Strongly disagree	(1)	0	0.00%								
N/A	(0)	0	0.00%								
					0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median
27/36 (75.00%)	4.33	0.83	5.00	1387	4.28	0.96	5.00	1565	4.26	0.98	5.00

### 18 - Open-Ended QuestionsWhat parts of the class were most useful for you? Why?

**Response Rate** 12/36 (33.33%)

- The industry project and the guest lectures.
- The group project! I liked the group project I was assigned to.
- LCA and patent analysis.
- I found the course project very interesting and how we got to apply various skills and critical thinking. I also really enjoyed learning about patents and IP. I also enjoyed the guest speakers.
- The LCA analysis software. Because it's something that I haven't encounter before and it's the trend of the current market.
- Getting access to the LCA tools - Umberto, GaBi, etc.
- His recommendations on things that are useful in class and beyond. I got to visit conferences and got access to a lot of resources that I usually would not have.
- Learning about LCA as every organization now wants to move towards sustainability
- 1. Industry-like experience through in-class projects 2. Projects from different domains of the industry to suit each one interest 3. Providing us with toolbox for LCA and even helped us gain hands-on experience 4. Spend time with each group to direct us 5. Guest lectures so many of them and relevant ones 6. Bringing us the experience of EVgo
- how to speed read a patent, Sarah and her knowledge about Duke library resources are super helpful.
- Being exposed to LCA tools. They are widely used in the industry and have vast utility.
- The topics about intellectual property and patent law were useful as they will have direct or indirect impact in the professional career sooner than later.

### 19 - What parts of the class were least useful for you? Why?

**Response Rate** 11/36 (30.56%)

- Perhaps the amount of time wasted around different LCA tools could have been avoided. Also it felt a bit too about IP-Law than LCA or sustainability. I was expecting more sustainability specific elements.
- The rigorous focus on patents was not very useful since I studied it in my undergrad and also had experience with it at my prior workplace.
- The class lectures each week. There definitely needed to be more structure. Less outside speakers, and more lectures about the current sustainable product landscape, how LCA works, etc.
- More details into patents.
- I am not sure.
- Maybe that would be the patent law part, because i don't know much about that part and don't have much idea of how to apply those idea into reality.
- Not being trained on how to use the LCA tools; Speakers lacking subject matter knowledge and continuity.
- Some guest lecturers
- Patents, as the product we had was already patented and didn't like this too much as it was repeated multiple times
- I would say the course would be more structured and the time of each class could be properly defined between guest lectures and concepts taught by the professor so that we are learning in a balanced format. Listening from industry prof while equally learning important concepts from Dr Grune
- The guest lectures were sometimes not related to the topics and the course structure and focused to the technical knowledge more than management aspect of the problem.

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#### 20 - Please add any additional comments or suggestions for improving the learning experience in this course.

**Response Rate** 9/36 (25%)

- Hopefully, the projects will start early in the next semester for this subject. I understand it was the first time this course was taught in the program.
- I am glad this course is being provided next semester - however, the structure and content of the course definitely needs to be revisited! Guerry is great.
- N/a
- Push the agenda a little bit ahead and let each team to start their final project earlier to have enough time to revise.
- More help in learning lca softwares that will help in getting students ready to perform lca without struggling more.
- Duke should help this course to set up technical support for students working on the LCA tool.
- I think the guest speakers need to be vetted better and more guidance in what they should talk about. I found it to be unappealing to hear them mostly bragging about the journey or say things that are not in line with Duke's culture (i.e. one of the speakers said something along the line that there's no more glass ceiling for women, especially for the minorities but there's a reversed glass ceiling). I think not having a guest speaker is better than bringing someone without a clear structure and purpose of the presentation
- Provide additional assistance with the LCA tools. They can be time consuming to figure out on your own, which limits how much the students explore them. They have a lot of utility, and therefore assistance would encourage students to learn more.
- The class was too focussed on patents rather than processes of sustainability. a more structured approach would be better for future sections where a balance is maintained.

Mean of Means Calculations	Mean	Department	All Masters Courses	
Appraisal of Learning	4.10	4.33	4.32	
Course and Instructor Quality	4.13	4.25	4.23	