DRAFT ILO Sustainability Rubric 9-20-18; Approved 10-15-18 by ILO Subcommittee for pilot				
Description: Cal State East Bay envisions a future that ensures environmental integrity, economic vitality, and a just society for present and future generations and graduates who will be able to act responsibly and sustainably at local, national, and global levels and in their personal and professional lives.				
	4	3	2	1
1. Threat and Opportunities: Identification and description of key threats to global environmental sustainability and opportunities that arise from addressing these threats with supporting examples/evidence.	Skillfully and comprehensively addresses all aspects of this category	Minor gaps in identification, description or evidence	Some significant gaps in identification, description and/or evidence	Major gaps, unclear or not relevant
2. Interconnectedness: Articulation of the interconnectedness between economic well-being, social equity, and environmental quality with supporting examples/evidence.	Skillfully and comprehensively addresses all aspects of this category	Minor gaps in articulation or evidence	Some significant gaps in articulation and/or evidence	Major gaps, unclear or not relevant
3. The Science: Application of systems-thinking / scientific concepts to describe how interactions between humans and natural systems affect sustainability with supporting examples/evidence.	Skillfully and accurately addresses all aspects of this category	Minor gaps in application or evidence	Some significant gaps in application and/or evidence	Major gaps, unclear or not relevant

4. Social Factors: Analysis and explanation of how social factors (e.g. historic/political/cultural) affect sustainability from different stakeholder perspectives with supporting examples/evidence.	Skillfully and logically addresses all aspects of this category	Minor gaps in analysis, explanation or evidence	Some significant gaps in analysis, explanation and/or evidence	Major gaps, unclear or not relevant
5. Agency: Identification and description of individual and collective means (e.g. personal choice, voting, law, policy, community action) to address major sustainability issue(s).	Appropriately identifies and describes key individual and collective means	Minor misalignment(s) in identification(s) and/or errors in description(s)	Some significant misalignment(s) in identification(s) and/or errors in description(s)	Major misalignment(s) and/or errors, unclear or not relevant

Sustainability Assignment Guide Draft 9-20-18

Suggestions for development of Sustainability Assignments developed by cross-disciplinary faculty

These guidelines provide some suggestions for questions that instructors might ask themselves when developing sustainability assignments. The General Questions apply to all of the Sustainability ILO Rubric categories. The others are associated with specific rubric categories. This is not intended to be a comprehensive list, nor will all questions necessarily apply to every assignment.

GENERAL QUESTIONS:

1. Do you provide guidance / sources on appropriate disciplinary vocabulary?
2. Do you expect the student to identify, acknowledge, or evaluate reliable sources in their work?
3. Do you expect the student to develop their own argument or to summarize or synthesize that of others?
4. Do you require real-world examples?

Questions Associated with Specific Rubric Categories

Threat and Opportunities: Identifies and describes key threats to global environmental sustainability and opportunities that arise from addressing these threats; provides supporting examples/evidence

1. Do you provide guidance on where to find information on key threats?
2. Do you expect students to infer potential opportunities based on knowledge of the threat(s) or are you directing them to specific sources?
3. Do you expect students to provide evidence of the significance of the threat or threats?

Interconnectedness: Articulates the interconnectedness between economic well-being, social equity, and environmental quality; provides supporting examples/evidence

1. Do you require that the student use visuals (e.g. schematics) that show interconnections?
2. Do you provide guidance for the creation or interpretation of visuals that show interconnections?
3. Do you explicitly ask for interconnections between all three components?

The Science: Applies systems-thinking / scientific concepts to describe how interactions between humans and natural systems affect sustainability; provides supporting examples/evidence

1. Do you provide examples / instruction on use or interpretation of visuals / graphics?
2. Do you expect the student to identify or apply systems-thinking / relevant scientific methods in answering a questions (e.g. models, experimental evidence, etc)?
3. Do you tell the student where to find data and how you expect them to use it?
4. Do you require the student to articulate or interpret the connection between the science and the course or discipline?

Social Factors: Analyzes and explains how social factors (e.g. historic/political/cultural) affect sustainability from different stakeholder perspectives; provides supporting examples/evidence.

1. Do you ask the student to identify the relevant stakeholders and to identify their varying perspectives?
2. Do you ask the student to acknowledge or analyze their own perspective relative to the range of stakeholder perspectives?
3. Do you identify specific information sources?
4. Do you specify the social context (e.g. historic/political/cultural)?

Agency: Identifies and describes individual and collective means to address one or more major sustainability issues

- Do you define the collective (e.g national, international, community, tribal)?
- Do you define the individual (e.g., own-self, a person, a person living where?)
- Do you provide guidance on identifying more or less significant means?
- Do you identify the 'means' (e.g law, policy, international agreements, community action, civic engagement)?