

## **ILO Sustainability End-of-Term Faculty Survey, May, 2021**

*This survey was sent to faculty at the end of the term who had a course section being assessed for the ILO/Overlay of Sustainability. Four faculty responded to the survey, three in the Fall 2020 term and one in the Spring 2021 term.*

### **Do you have any suggestions to clarify or change the rubric?**

*Fall 2020*

- No, I thought it was pretty clear.
- Threats and opportunities should be two different categories in my opinion. Social factors could potentially be spread out in the various categories, instead of a separate category on itself - for instance, it has a lot of potential overlap with interconnectedness.
- I think threats and opportunities was the most difficult for my students, but that may have been how my assignment was set up. I think there may be some overlap in 3) and 5) but maybe that is ok.

*Spring 2021*

- I think that all of the 'ands' should be removed from the rubric and made to be and/or. There is too much information to include in a single assignment. The rubric also does not take into account sustainability in the ancient world (and yes, it did happen!) so I think the language of the rubric should be broader. The 'stakeholder' language is a bit confusing, and especially the part about 'different perspectives.'

### **Did you notice any patterns such as common strengths, challenges, or how students performed on the assignment compared to your expectations?**

*Fall 2020*

- Well, the students appeared to have even less time to prepare and to focus than during a more normal time.
- The students performed quite well on the assignment compared to my expectations. The Science piece was likely the most challenging, since I teach a large non-major GE course, and many students are not in science-related fields.
- I think having scaffolding in the form of smaller assignments such as posting a topic, an outline and then a rough draft for peer review helped especially as we used the rubric for the peer review. But the most students seemed to have strengths and weakness as far how well they addressed the rubric categories, but they were different for different students.

*Spring 2021*

- I am pretty happy with how my students performed on this assignment. They definitely got the connections between what happened in the ancient world and what is happening today. Some of them struggled with the 'science' part even though I made a separate lecture on how to read data and how to use it.

### **Is there anything else you would like to share about the rubric, the assignment you used or the process? strengths, challenges, or how students performed on the assignment compared to your expectations?**

*Fall 2020*

- I am hoping to work on the assignment using the rubrics provided to help to clarify and simplify the instructions for the assignment for future use. The instructions at present have grown over time in a relatively chaotic way, as new information was tacked on as I noticed where the students needed more help.

- It is a challenge to tackle all points of the rubric - way too much for a single assignment from my perspective. But the rubric is good, broad and capable of encompassing the complexities of the topic. The way we choose to assess, however, makes it very hard to compile everything into a single assignment.
- Yes, I think I may have one long writing assignment with specific parts to it; instead of 3 separate assignments.

*Spring 2021*

- I used many parts of the rubric to design my essay assignment. I did this because it hit many of the points I wanted to teach about. The 'stakeholder' language didn't quite fit my class, so I am not sure this section of the rubric will score well with my class.