

ILO Diversity and Social Justice End-of-Term Faculty Survey Results From Fall, 2021 & Spring 2022

A survey with the three questions below was sent to faculty who had a course section being assessed for the ILOs of Diversity and Social Justice at the end of the term they instructed the course. Two faculty responded to the Diversity survey, and three faculty responded to the Social Justice survey.

Diversity

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

- No, I don't have any suggestions.
- No.

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

- Covid produced some challenges on the assignment. Students' work was delayed, and my grading of the first draft was delayed. As a result, students had very little time to make revisions before their final draft was due. I think the final papers would have been better if it were not for those delays.
- As always many students need help with basic writing skills. I asked students to turn in drafts so I could work with them but only 7 students took me up on the offer.

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?

- No, thank you.

Social Justice

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

- No, as long as they remain interpreted broadly enough to encompass our disciplines and differing approaches in each class.
- No. I was able to use the rubric to guide my assignment development. It was a helpful tool.
- I realize and appreciate how hard it is to develop a social justice rubric that covers all disciplines. I choose not to share the rubric because its language is grounded in social sciences when ours is a feminist literature course.

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

- Students in my class were well-informed about the topic (prison abolition) prior to the class, which I was really pleased about.
- I think that I was struck by students in my class not being able to conceive of a plan for advocacy beyond the most preliminary step of awareness and education. That's something I will consider for the future.

- I felt like all students who completed the final paper project had something interesting and important to share related to their topic. That said, a fair number of students did not address (or barely addressed) a major aspect of the assignment, which involved doing critical discourse analysis (CDA) of two or more texts. I did have two individual conferences with all students and discussed this issue in conferences where it was relevant. Students also received two rounds of written feedback on early drafts of the paper. And yet, I still saw more final drafts than I would have liked that did not include CDA. I hope assessors can read these papers as stand alone papers. Even though part of the assignment was missing for course grading/evaluation, some of these papers still met the SJ learning outcomes, I thought.
- Students were not always clear about the steps they would need to take to advance their social justice plans. I was also surprised by the 'do it alone' element to several of their action plans even when there are readily identifiable nonprofits, religious, and community organizations working in their social justice area of interest.

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?

- I enjoyed talking about the assignment with Claire, to have that sounding board was really helpful. I was overall pleased with students' performance, though not sure how they will measure against that rubric. Not on that rubric, but I think students could use some help and additional instruction on how to integrate sources into a paper without losing their own voice/ perspective.
- The pattern I mentioned in (2) above is one I clearly need to address when I teach the class again. I think I need to scaffold the analysis technique more. Still reflecting on how to do that, but have several possibilities in mind including replacing the field experience report assignments with CDA assignments. (I had students do informal CDA this term for most of their discussion boards, but that clearly wasn't enough scaffolding for a good number of students.) I am both excited and worried about making changes to the class assignments. Excited because I enjoy the creative and intellectual process of trying to improve an assignment. Worried because getting proposals through GEOC is challenging and changes might not be approved during the recertification process.
- Thanks for your work on the rubric.