

Faculty Survey

Sustainability Across the Curriculum

INTRO email

Dear Loyola faculty,

Loyola is collecting data for our submission to the Sustainability, Tracking, Assessment and Rating System. Sustainability is an important value at Loyola and one that incorporates the environmental, social and economic diversity of our impact as educators. As an important value it is reflected across the university and our many schools, departments and research.

An interdisciplinary group of faculty gathered this summer to define sustainability learning outcomes that can be applied across academic disciplines for both courses and research. We need your help to inventory your academic work for relevance to sustainability. We are asking all faculty and instructors to take a few minutes to complete this 18 question survey so that we can gain a better understanding of where sustainability is being incorporated and what we can do to better to support your work.

Thank you,

Sustainability Across the Curriculum Working Group

REMINDER EMAIL

Second Request for Curriculum and Research Survey

Loyola is collecting data for our submission to the Sustainability, Tracking, Assessment and Rating System (STARS). Sustainability is an important value at Loyola and one that incorporates the environmental, social and economic diversity of our impact as educators.

An interdisciplinary group of faculty gathered this summer to define sustainability learning outcomes that can be applied across academic disciplines for both courses and research. We need your help to inventory your academic work for relevance to sustainability. We are asking all faculty and instructors to take a few minutes to complete this 18 question survey so that we can gain a better understanding of where sustainability is being incorporated and what we can do to better to support your work.

Thank you,

Sustainability Across the Curriculum Working Group

FINAL EMAIL

Last and Final Chance to Complete Sustainability Survey

This is the last request to complete this survey inventorying your academic work during the current academic year. The information we collect is used to shape our curricular resources and research support.

Loyola is collecting data for our submission to the Sustainability, Tracking, Assessment and Rating System (STARS). Sustainability is an important value at Loyola and one that incorporates the environmental, social and economic diversity of our impact as educators. An interdisciplinary group of faculty gathered this summer to define sustainability learning outcomes that can be applied across academic disciplines for both courses and research.

This survey of 18 questions will just take a few minutes and help Loyola advance sustainability and social justice leadership.

Thank you,

Sustainability Across the Curriculum Working Group

OVERVIEW

Sustainability Across the Curriculum is an initiative of Loyola University Chicago to promote sustainability in the academic endeavor as a part of our social justice mission. Sustainability in our teaching, curriculum and research embraces the “triple-bottom line” considerations of the environment, our society and our economy for current and future generations. Our goal is to prepare our students to be intentional agents of change towards building a more just, humane and sustainable world for all.

- Michael Agliardo, SJ, PhD, Assistant Professor, Sociology Department
- Daniel Amick, PhD, Associate Professor, Anthropology Department, & Assistant Director, Institute of Environmental Sustainability
- Jo Beth D’Agostino, PhD, Associate Professor, & Associate Provost for Curriculum Development, Academic Affairs
- Aaron Durnbaugh, LEED AP, Director of Sustainability
- William French, PhD, Associate Professor, Theology Department
- John Frendreis, PhD, Professor, Political Science Department
- Patrick Green, EdD, Director, Center for Experiential Learning & Clinical Instructor of Experiential Learning
- Justin Harbison, PhD, Assistant Professor, Public Health Sciences
- Robyn Mallett, PhD, Associate Professor, Psychology Department
- Anne Reilly, PhD, Professor, Quinlan School of Business
- Tania Schusler, PhD, Advanced Lecturer, Institute of Environmental Sustainability

PAGE 1 –

1. Did you teach any courses during the Academic Year 2016 – 2017 (Fall, J-Term, Spring, Summer)?
YES/NO
If no, please skip to question #10.

Knowledge

We have identified a set of learning outcomes that reflect the holistic or 'triple-bottom line' (People, Planet, Prosperity) approach to sustainability. Please consider and include the courses you have taught or will teach in Academic Year 2016-2017 (Fall, Spring, Summer) when answering the following questions:

2. Do any of your classes provide students with the resources to "Explain how biophysical and social systems are interdependent and interact to prevent or foster sustainability."

YES/NO

If yes, please list the title and course # for this class or classes

3. Do any of your classes provide students with the resources to "Describe how sustainability relates to environmental issues, social justice and economic development."

YES/NO

If yes, please list the title and course # for this class or classes

4. Do any of your classes provide students with the resources to "Reflect and provide examples how sustainability relates to one's area of study / discipline."

YES/NO

If yes, please list the title and course # for this class or classes

We have identified a set of learning outcomes that reflect the holistic or ‘triple-bottom line’ (People, Planet, Prosperity) approach to sustainability. Please consider and include the courses you have taught or will teach in Academic Year 2016-2017 (Fall, Spring, Summer) when answering the following questions:

5. Do any of your classes provide students with the resources to “Articulate and demonstrate a personal philosophy or commitment to address sustainability in one’s personal life, community involvement and civic engagement.”

YES/NO

If yes, please list the title and course # for this class or classes

6. Do any of your classes provide students with the resources to “Articulate and demonstrate a commitment to promote a more just and humane society within a sustainable global environment.”

YES/NO

If yes, please list the title and course # for this class or classes

We have identified a set of learning outcomes that reflect the holistic or 'triple-bottom line' (People, Planet, Prosperity) approach to sustainability. Please consider and include the courses you have taught or will teach in Academic Year 2016-2017 (Fall, Spring, Summer) when answering the following questions:

7. Do any of your classes provide students with the resources to "Articulate a long-term vision for individual, societal and ecological well-being.

YES/NO

If yes, please list the title and course # for this class or classes

8. Do any of your classes provide students with the resources to "Demonstrate ability to apply sustainability through engaged learning on campus or in their community."

YES/NO

If yes, please list the title and course # for this class or classes

9. Do any of your classes provide students with the resources to "Develop and demonstrate skills as a strategic change agent in the context of sustainability."

See skills list below. A course must demonstrate that it is explicitly related to sustainability as defined to be included in the inventory.

Skills List:

- Ability to develop and communicate a long-term vision.
- Capacity to consider temporal scales across past and future generations.
- Ability to consider geographic scales and understand and apply spatial differences.
- Ability to integrate or synthesize existing knowledge to create new learning.
- Capability for reflection, contemplation, or discernment as a practice.
- Ability to be adaptable and/or resilient.
- Capacity to engage and work with other disciplines, cultures, sectors or groups.
- Ability to utilize interpersonal skills to connect around shared challenges or goals.
- Ability to apply systems thinking.
- Ability to listen with openness.
- Ability to translate understanding into action.
- Ability to cope with complexity.
- Ability to act as a civic agent, engaging in social and political activities.
- Ability to conduct audits and use indicators identify trends, thresholds and tipping points.
- Ability to develop and assess strategies, knowing they are incomplete, imperfect or temporary.

YES/NO

If yes, please list the title and course # for this class or classes

10. Are you engaged in research?

YES/NO

If no, please skip to question #12.

11. If yes, does your research address issues of sustainability such as the intersection of the environment, our society and our economy?

YES/NO

If yes, please provide a brief description.

OPEN ENDED

12. What suggestions would you offer for Loyola to support faculty incorporating sustainability concepts into their teaching?

OPEN ENDED

13. What suggestions would you offer for Loyola to support faculty incorporating sustainability concepts into their research?

OPEN ENDED

14. Is there anything you would like to add regarding sustainability at Loyola?

OPEN ENDED

Page 7 - Demographics

15. Please list your School at Loyola (e.g. Quinlan School of Business) :

OPEN ENDED

16. Please list your Department (e.g. Biology Department):

OPEN ENDED

17. Are you full time or part time?

Full Time / Part Time

18. Please list your name (Optional, but helpful):

OPEN ENDED

Closing:

Thank you for taking time to inform our sustainability efforts at Loyola. For more information on sustainability, please visit <http://www.luc.edu/sustainability/campus/index.shtml> . For more information or resources that help faculty incorporate sustainability in the curriculum, please visit:

http://www.luc.edu/sustainability/campus/focus_areas/sustainabilityacrosscurriculum/

If you have any feedback on this survey, please email adurnbaugh@luc.edu.