

Sustainability Course Faculty Questionnaire Fall 2019

Center for Sustainability Education, Dickinson College
February 3, 2020

Questionnaires were distributed to students and faculty members in Fall 2019 to gather information about the content and learning activities of courses that satisfy Dickinson's sustainability graduation requirement. This report summarizes and displays responses to the faculty questionnaire. A companion report summarizes and displays responses to the student questionnaire. Inquiries about the reports may be sent to Sustainability@dickinson.edu.

The faculty questionnaire was sent to instructors of all courses offered in Fall 2019 with either the Sustainability Connections (SCON) or the Sustainability Investigations (SINV) attribute. Fifty-one courses with these attributes were offered that semester, 34 SCON and 17 SINV. Multiple sections were offered for some of the courses. The courses were offered by 26 academic programs:

Africana Studies	Food Studies	Middle East Studies
American Studies	French	Philosophy
Anthropology	History	Political Science
Archaeology	International Business & Management	Religion
Biology	International Studies	Sociology
East Asian Studies	Italian	Spanish
Economics	Judaic Studies	Sustainability
English	Latin American, Latino & Caribbean Studies	Women's, Gender & Sexuality Studies
Environmental Studies		
Earth Sciences		

Completed questionnaires were received for 44 course sections. Of these responses, 35 were from faculty members teaching SCON courses and 8 were from faculty members teaching SINV courses. Two of the courses were taught in Dickinson's Italian Studies program in Bologna, the rest were taught at the Carlisle campus.

Summary of Responses

Most faculty respondents report they have incorporated the approved sustainability learning outcomes in their SCON and SINV courses, but a few have adopted other sustainability learning outcomes. Over 75 percent of the SCON courses engage students with content that is significantly related to sustainability for three or more weeks and none of the SCON courses spend less than one week on sustainability content. All of the SINV courses engage students in more than seven weeks of sustainability related content.

Students are made aware of environmental, social and economic dimensions of sustainability in all but one of the courses and many of the courses address all three to a moderate degree or more. Environmental and social dimensions are addressed to a greater degree than is the economic dimension.

Most of the courses engage students in experiential learning activities. Examples include conducting a significant research project on a sustainability related topic, producing a creative work in response to a sustainability problem, and using the campus, college farm or sites in the region for experiential learning about sustainability. Many of the courses engage students in civic learning (e.g. interacting with and sometimes

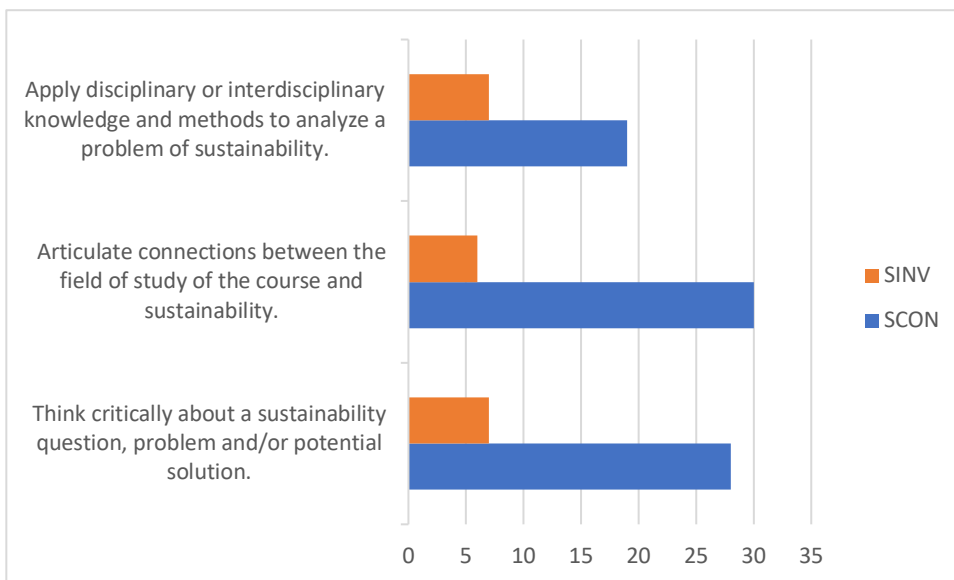
collaborating with community members) and intercultural learning (e.g. examining sustainability attitudes, values or practices from a non-U.S. perspective).

Many of the courses engage students in activities that build capabilities for sustainability-related inquiry, work and action and are relevant to the Future Ready initiative. Half the courses engage students to a moderate degree or more in activities that build capabilities for integrating knowledge from multiple disciplines and communicating effectively in writing. 30 to 40 percent of the courses engage students to a moderate degree or more in activities that build skills for applying systems thinking, applying ethical reasoning, analyzing scenarios of the future, evaluating the credibility of information sources and communicating effectively by speaking. 25 percent do so for advocating solutions to problems.

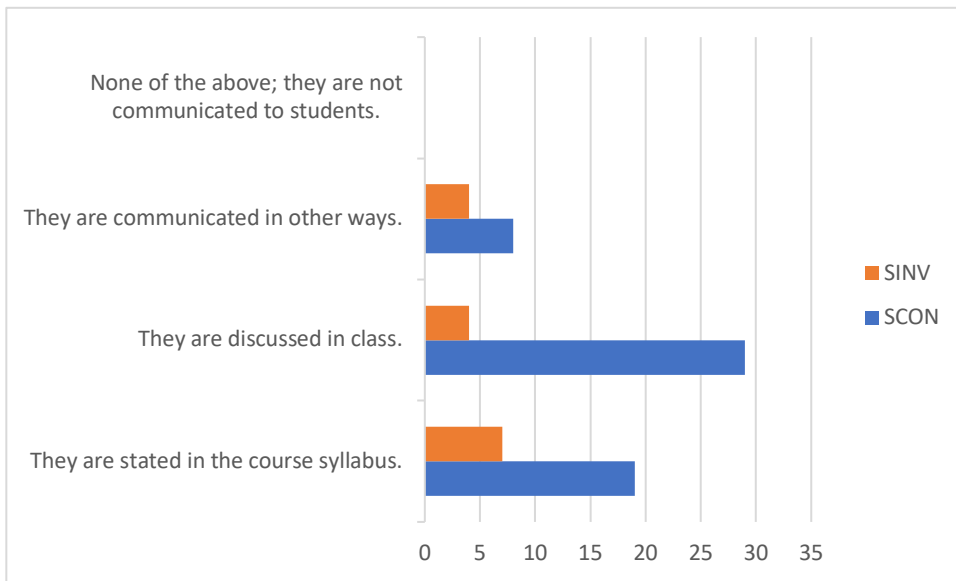
A variety of places are used in the courses as contexts in which to examine sustainability issues. These include the global context, national scale in the United States, localities in and outside the United States, and Carlisle. Sustainability topics and challenges most commonly cited as significant foci of the courses include climate change, water, inequality, sustainable development, land use, ecosystems, food, health, poverty, economic growth and environmental justice. 50 percent of the SINV courses and 35 percent of the SCON courses make students aware of the sustainable development goals of the United Nations.

Display of Responses by Question

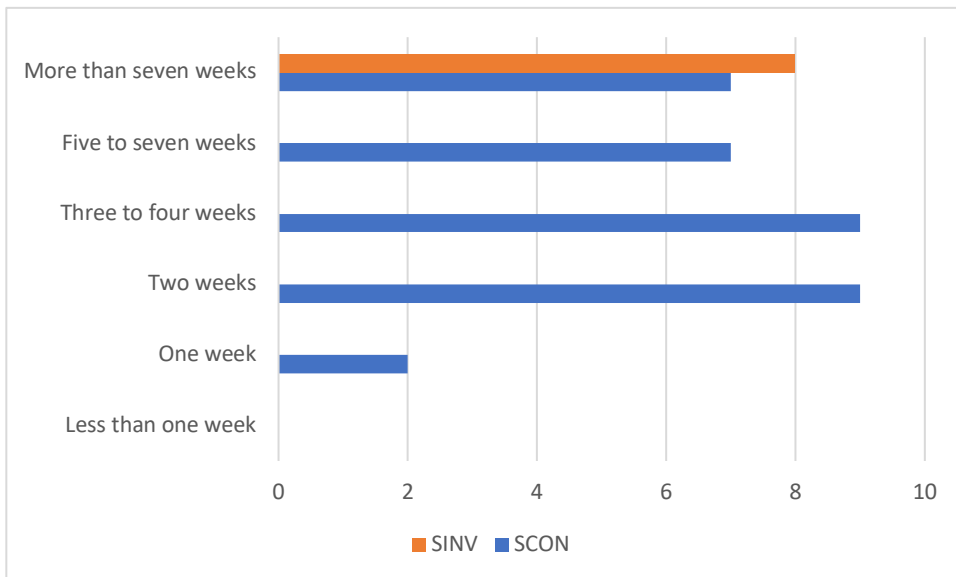
Which of the following student learning outcomes for sustainability courses have you incorporated into your course? (Check all that apply)



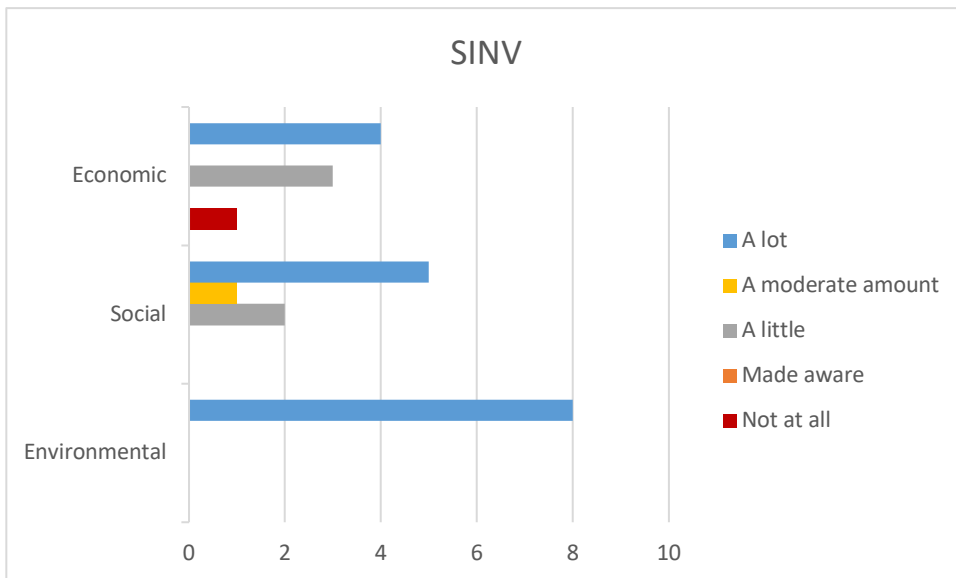
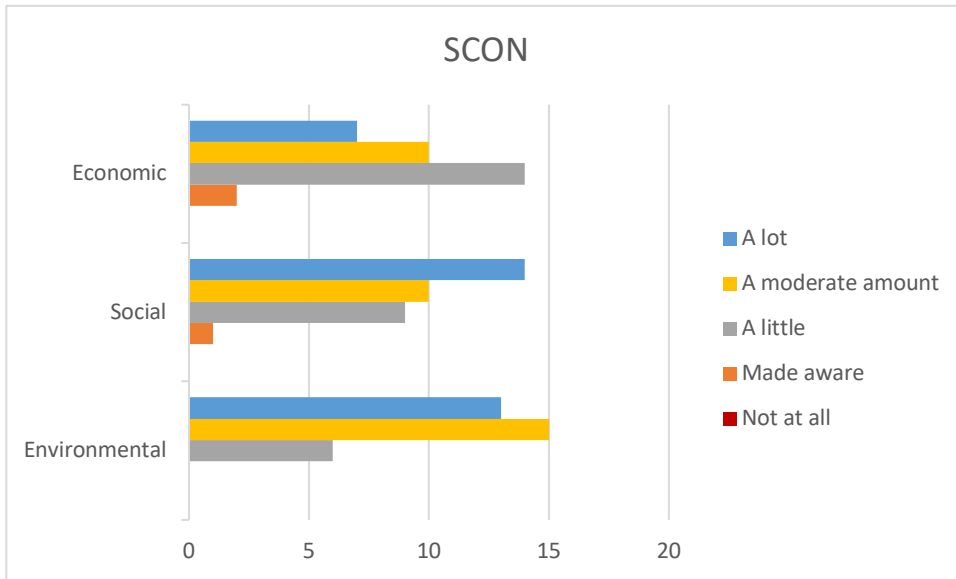
How are student learning outcomes for sustainability communicated to students? (Check all that apply)



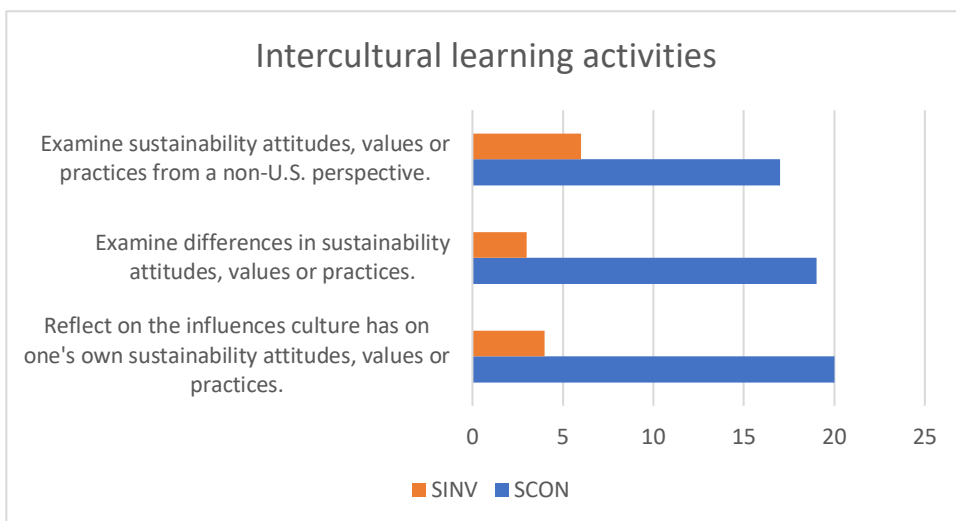
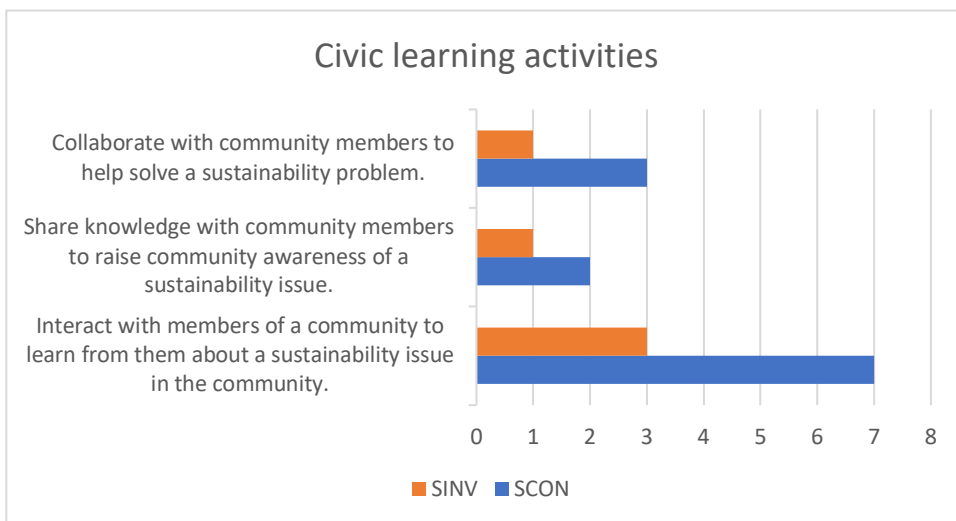
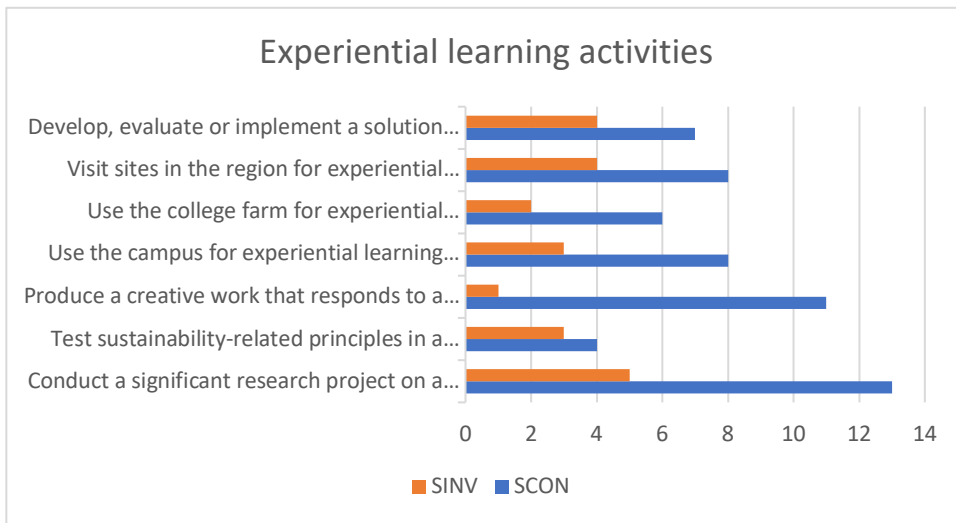
Approximately how many weeks of class time over the semester do you estimate students engage with content that is significantly related to sustainability?



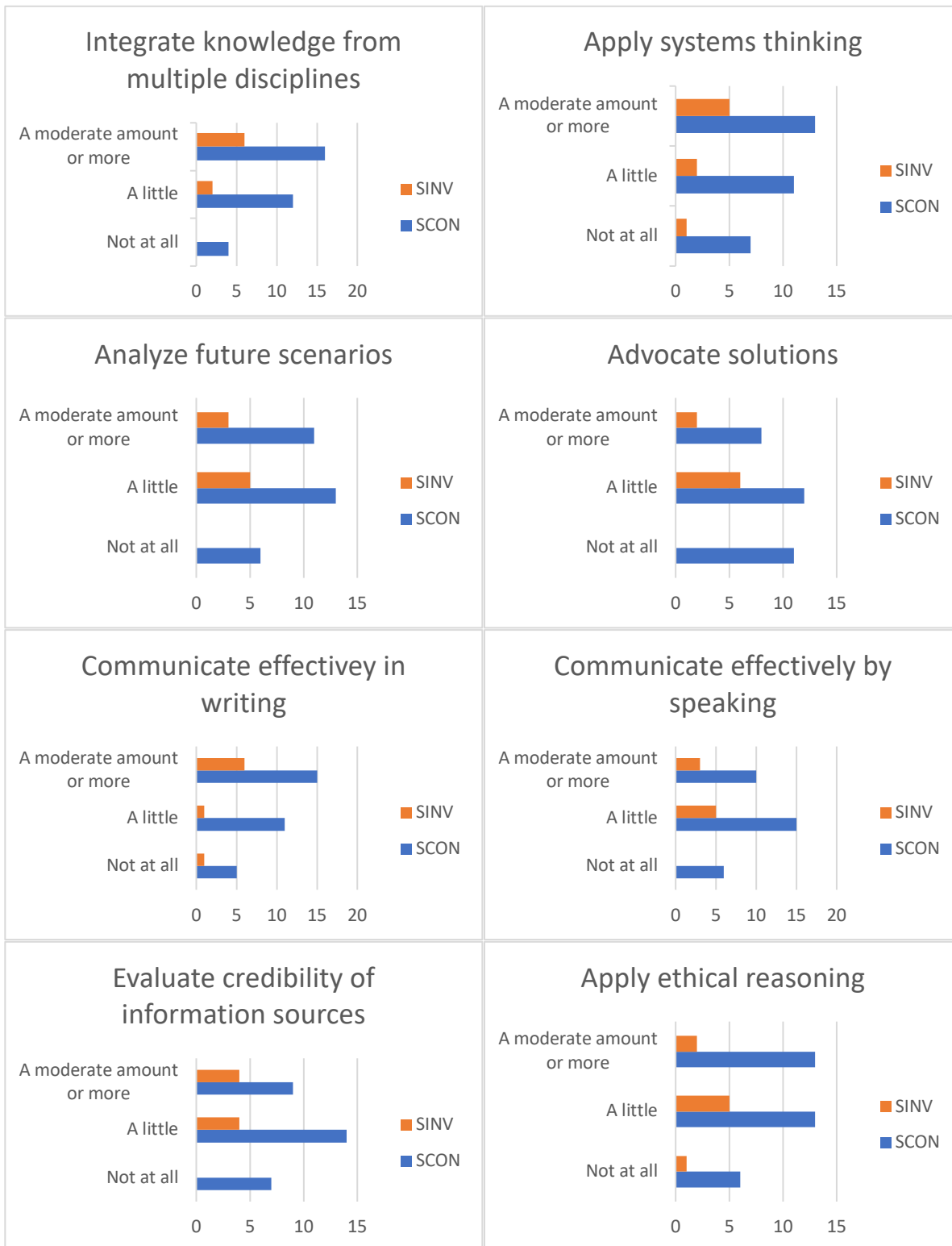
To what extent are the following aspects of sustainability addressed in the course?



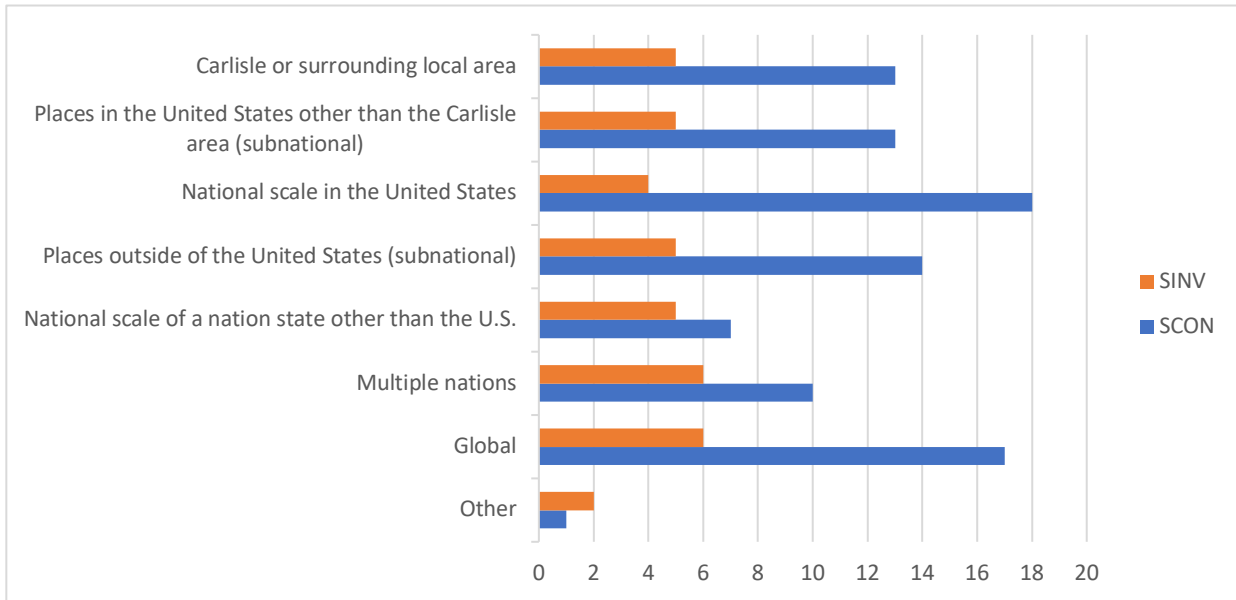
Do students in the course engage in the following learning activities? (Check all that apply)



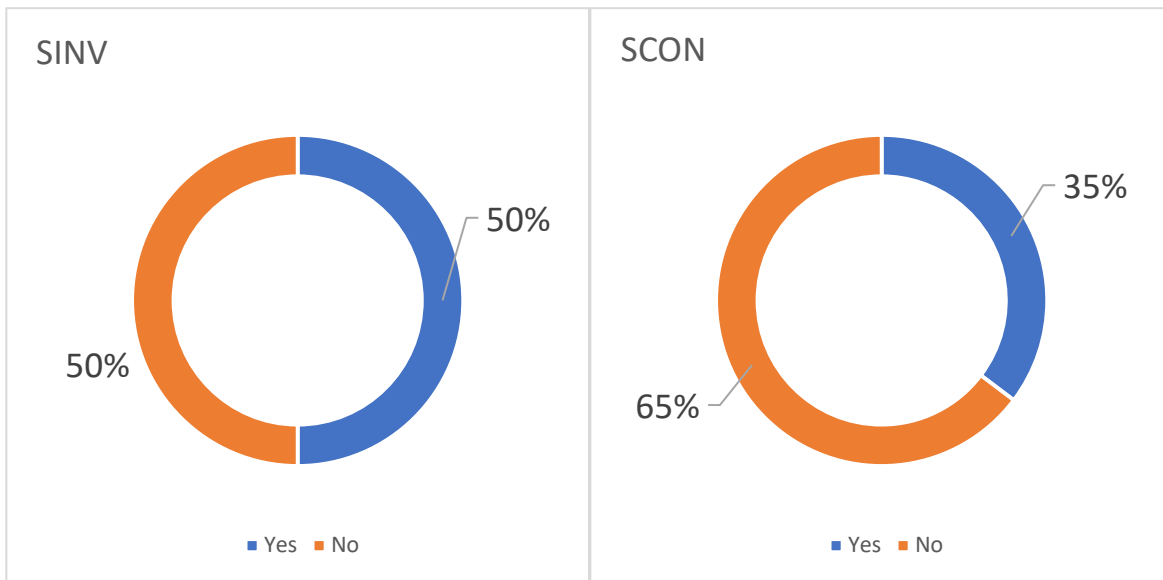
To what extent do students in the course engage in activities that build the following capabilities?



What places are contexts for which sustainability issues are examined to a significant degree in the course?
 (Check all that apply)



Are students in the course made aware of the United Nations' Sustainable Development Goals?



What sustainability topics or challenges are a significant focus of the course? (Check all that apply)

