

# Reflecting on Sustainability Teaching with an EOP-guided Faculty Activity Report

Santa Clara University



Santa Clara Engineering

Dr. Sharon Hsiao & Dr. Laura Doyle

## Problem & Motivation:

- Based on EOP framework, many faculty in the School of Engineering are covering topics related to Sustainability in their courses, but very few are claiming their course covers Sustainability topics.
- There is a lack of understanding by faculty of the comprehensive definition of Sustainability as described in the EOP Framework.
- Faculty Activity Report (FAR) is a rubric system that establishes structure and scoring in reporting faculty's annual productivity (teaching, research and service)
- By integrating elements of the EOP framework into the FAR rubrics, we can promote conscious reflection of teaching sustainability concepts in School of Engineering.

## Proposed Methods:

- Align EOP framework to existing FAR rubrics
- Annotate and analyze samples of AY 22-23 across ranks of sampled FARs
- Use data to revise FAR rubrics to use EOP language to more explicitly call out Sustainability in courses.

## Academic Year 22-23 Faculty Activity Report (FAR)

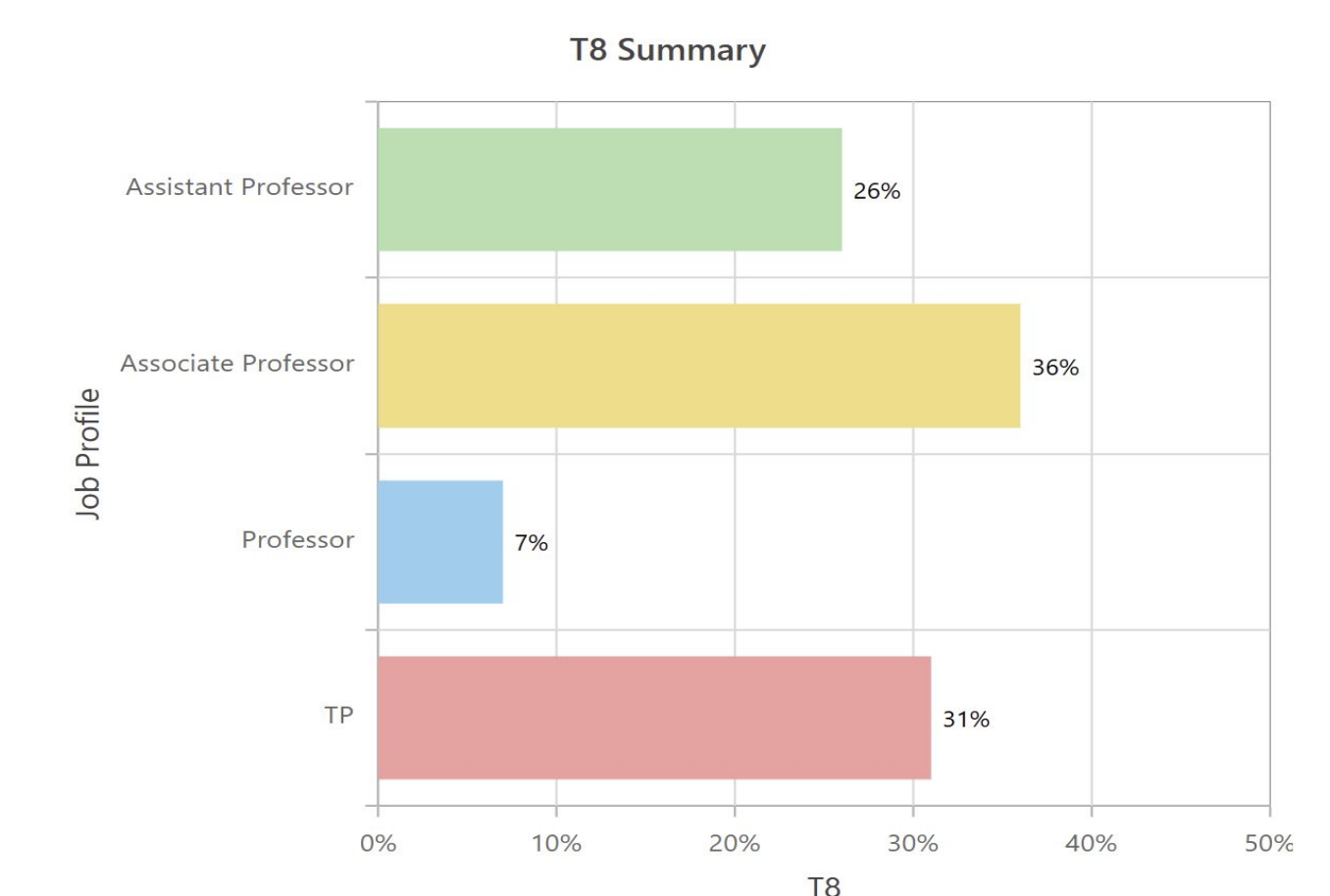
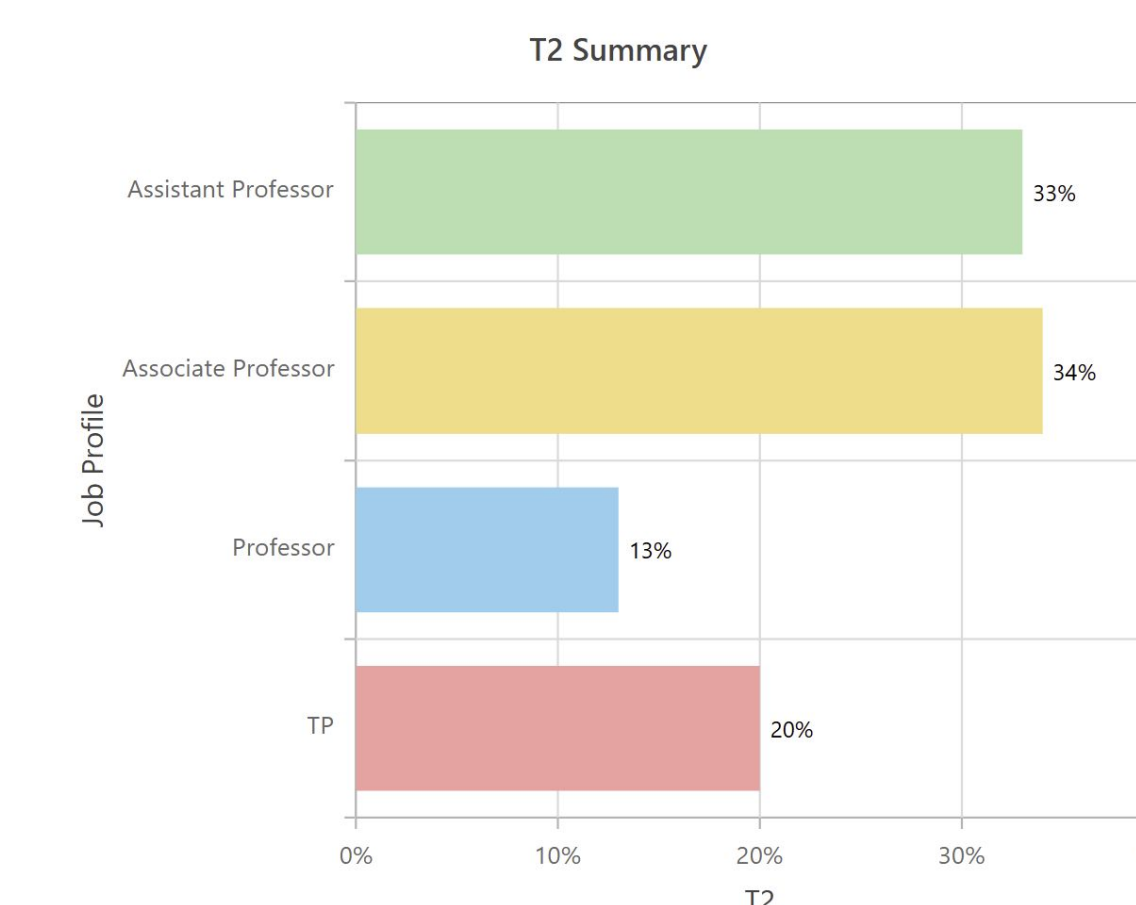
II: Classroom Teaching Practices: Goals, Content & Alignment				
Item		Pts.	✓	Evidence
2a	Course materials reflect SOE's commitment to building diverse communities of belonging.	1	✓	Faculty indicate the name and type of their evidence in this box.
	Provide narrative summary/reflection of pedagogical approaches applied and the result as evidence.			
2b	For each course (max 2) substantially revised to align with department, school and/or university goals and initiatives. (Ex. add modules related to sustainability, ethics, into an existing course.) Provide narrative summary/reflection highlighting changes as evidence.	1		

Description of the criteria and the type of evidence that can be used.

- Submitted by 42 faculty
  - 10 Assistant Professors;
  - 17 Associate Professors;
  - 5 Professors; and
  - 10 Teaching Professors
- Requested breakdown of scoring by category and randomized, anonymized samples of artifacts for data mining.

## Challenge #1: FAR Data 22-23

- Received high level summary of data lumped into 9 broad categories but no detailed data or samples of artifacts.



T8: Teaching Professional Activity

- Assistant Professors ranked high in this category suggesting they spend more time aligning classes to School of Engineering mission and goals. Leverage this group for alignment to EOP framework.
- Associate Professors and Teaching Faculty ranked high in this category and targeting them for faculty development related to EOP framework.

## Challenge #2: Leadership Change

- Affected data annotation and collection process.

## Next Steps

- Work with new leadership to collect more data.
- Integrate EOP language into next version of the Faculty Activity Report (in progress).
- Develop targeted faculty development programs to engage faculty who are working on aligned work.
- Use quantitative text-mining method to facilitate systematic sustainability teaching learning analysis.

