



COLLEGE of
CHARLESTON
SUSTAINABILITY LITERACY

**TRAIN YOUR BRAIN
TO SUSTAIN**

Quality Enhancement Plan (QEP), “Sustainability Literacy as a Bridge to Addressing 21st Century Problems”--Call for Course Proposals 2018-2019

The College of Charleston’s Sustainability Literacy Institute (SLI) invites all faculty to propose course enhancements for the 2018-2019 academic year and the CofC Sustains/Solves theme of “Social Justice and Fair Distribution.” Faculty may propose any of the following:

- adding a QEP SLO (or SLOs) to an already existing course;
- continuing to embed a QEP SLO (or SLOs) in a previously enhanced course for up to three years;
- developing a new sustainability focused special topics course,
- or creating, along with a partnered faculty, a sustainability focused learning community.

Proposals can be for any term in the 2018-19 academic year, excluding Summer II 2019. Please note that it is the responsibility of the faculty member’s department/program to schedule proposed courses.

Stipends for selected proposals:

- Ten **sustainability-focused (SF) courses (defined below)** will be selected. Faculty submitting the proposals will receive a stipend of \$600, regardless of the number of sections taught.
- Faculty whose proposals for a **sustainability focused learning community** around the topic of ***Social Justice and Fair Distribution*** are selected, will also receive a stipend of \$750. A learning community consists of two faculty teaching separate courses but that have significant overlapping content and shared goals and objectives and have students who must register for both courses.
- Faculty who have submitted proposals for courses that are selected as **sustainability related (SR)** or who will continue to teach a previously-selected sustainability focused course will receive a stipend of \$400, regardless of number of sections taught. Faculty who continue to embed QEP SLOs in their courses will be considered Affiliated Faculty of the SLI.

Additional requirements/commitments:

- Faculty whose courses are accepted and who have not attended a prior Sustainability Literacy Institute (SLI) faculty workshop on teaching QEP SLOs, must commit to attending a **two-day workshop** on teaching and assessing sustainability literacy,

which will take place on May 14th and 15th, 2018; this workshop will help cover other requirements, which are:

- adopting at least one QEP SLO for the course;
- assigning a QEP-generated signature learning assignment for assessment of the QEP student learning outcomes;
- administering to their class a pre/post UN Sustainability Literacy test, given at the beginning and end of the semester;
- For learning communities, faculty must commit to having students submit proposals for the student solution of the year contest (to be discussed at the May training).

We are particularly interested in courses that address solving the variety of 21st century problems related to ***Social Justice and Fair Distribution***, which is the “CofC Sustains/Solves” theme of the QEP for the 2018-19 academic year. Some examples of such issues include: equity; repatriation; colonization; genocide; racism; sexism; heteronormativity; classism; environmental justice; the tragedy of the commons; refugees; biopiracy; fair labor; fair trade; corporate social responsibility; the interface of social and economic equity; education reform and equality; ageism; and criminal justice reform. The selection committee encourages creative entryways into understanding the triple bottom line of sustainability via the lens of social justice and fair distribution of resources.

Definitions

When considering course proposals, please keep in mind the following definitions:

- The definition of **sustainability** that guides the QEP is the integration of social, economic, and environmental systems in ways that allow for individual, institutional, community, regional, and planetary resilience.
- To be **sustainability literate** one should have the knowledge and skills to advocate for resilient social, economic, and environmental systems.
- The definitions of sustainability-focused (SF) and sustainability-related (SR) courses come from the AASHE (Association for the Advancement of Sustainability in Higher Education) STARS system (Sustainability Tracking, Assessment and Rating System):
 - 1) **“Sustainability Focused”** courses (contain one of the below, or a mix of the three)
 - a) Courses in which the *primary and explicit* focus is on sustainability as an integrated concept having social/cultural, economic, and environmental dimensions (the Triple Bottom Line).
 - b) Courses in which the primary and explicit focus is on the application of sustainability within a field. As sustainability is an interdisciplinary topic, such courses generally incorporate insights from multiple disciplines. Obvious examples include Sustainable Agriculture, Architecture for Sustainability, and Sustainable Business, however courses may also count if their course descriptions indicate a primary and explicit focus on sustainability within a field.

- c) Courses in which the primary focus is on providing skills and/or knowledge directly connected to understanding or solving one or more major sustainability challenges [which for 2018-2019 is social justice and fair distribution]. A course might provide knowledge and understanding of the problem or tools for solving it, for example Climate Change Science, Renewable Energy Policy, Environmental Justice, or Green Chemistry. Such courses do not necessarily cover “sustainability” as a concept, but should address more than one of the three dimensions of sustainability (i.e. social/cultural wellbeing, economic prosperity, and environmental health).

2) **“Sustainability Related” courses**

- a) A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course. For this QEP such a unit or module includes discussion of the triple bottom line.

As an example: While a foundational course such as chemistry or sociology might provide knowledge that is useful to practitioners of sustainability, it would not be considered to be inclusive of sustainability unless the concept of sustainability or a sustainability challenge is specifically integrated into the course. Likewise, although specific tools or practices such as GIS (Geographical Information Systems) or engineering can be applied towards sustainability, such courses would not count unless they incorporated a unit on sustainability or a sustainability challenge, included a sustainability-focused activity, or incorporated sustainability issues throughout the course.

Please visit sustain.cofc.edu for further relevant information related to the QEP and the call for proposals. Specific questions can be addressed to the QEP Director, Todd LeVasseur, at levasseurjtj@cofc.edu. Official proposals should be scanned and sent to the SLI Faculty Development Fellow, Steve Jaume, at JaumeS@cofc.edu no later than 5pm, Monday, January 15th, 2018.

1. Department:
2. Faculty Member:
3. Faculty Member CWID:
4. Course classification:

_____ new sustainability focused (SF) special topics course

- _____ new sustainability related (SR) course
- _____ change to an existing sustainability focused (SF) course
- _____ change to an existing sustainability related (SR) course
- _____ creation of a SF Learning Community (please specify other faculty involved)
- _____ continuation of a previously enhanced course (please specify which course, and when and how often it has been taught to date)

List the relevant criteria from the STARS definition above

5. Course Title:
6. Semester Offered (fall, spring, Maymester, Summer I):

Signature of Faculty Member

_____ Date: _____

Signature of Department Chair/Program Director

_____ Date: _____

7. Course Description (Please limit to 150 words), which will be used by the QEP Implementation Committee in reviewing proposals and if accepted, will be used to advertise the course online:
8. Would you be willing to have REACH students in your course? ____ Yes ____ No
Note: See reach.cofc.edu for a description of the program. Special training is provided to faculty who choose to have REACH students in their course

9. Please provide a list of assumed learning sources (books, blogs/websites, peer-reviewed articles, videos) you will use in the course, while explaining how these relate to social justice and fair distribution of resources, sustainability literacy, and/or the triple bottom line, where appropriate.

College of Charleston QEP

Sustainability Literacy as a Bridge to Addressing 21st Century Problems

Desired Student Learning Outcomes

This QEP will equip our students with the knowledge and capabilities to effectively understand, analyze, and problem-solve critical challenges to the triple bottom line (social, economic, and environmental) of sustainability. We have developed student learning outcomes and strategies to achieve the SLOs by a focused, four-level approach to improving students’ sustainability literacy: 1) exposure to the elements of sustainability and their interrelatedness in ways that will build awareness; 2) the development of integrative student learning opportunities; 3) the demonstration of linkages between knowledge and skills that will allow students to put theory into practice; and 4) opportunities for deep learning that result in the critical thinking necessary to solve sustainability problems.

QEP Goals Linked to Student Learning Outcomes

QEP Goals	Student Learning Outcomes (SLO)
Build Awareness	1. Students can identify various elements of sustainability and the relationships between them (social, economic, and environmental).
	2. Students can identify key ways to be more sustainable in personal life and on campus.
Synthesize and Integrate Knowledge	3. Students can identify policies and practices that have led to unsustainability.
	4. Students can synthesize knowledge from two or more systems to address a sustainability problem.
Skill Building and Competency Learning	5. Students can demonstrate the impact of production/consumption practices on social, economic, and/or ecological systems.
Experiential and Learning Practice	6. Students can design a solution to a given sustainability problem.
Change Agents for Resiliency	7. Students can advocate for resiliency at the individual, institutional, community, national, or international level.

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Faculty Courses and Summer Research Projects

Sustainability literacy can be achieved in many ways. One direct approach for students is to take courses that inform about various areas of sustainability, including social, environmental and economic. (See the list of example courses below that have been approved for the 2019-2020 academic year.) Sustainability literacy courses can be found by an SF (sustainability focused) or SR (sustainability related) label when looking to register for courses.



Students can also work with faculty on summer research related to a faculty's sustainability expertise.

Examples of past research include students working with faculty on projects related to religious narratives around the Bamberg, SC Healing Springs and how these inform community access to water; undertaking theater workshops and pedagogy related to issues of racial justice; completing a mentored literature review on environmental sociology to help rewrite a manuscript; and undertaking fieldwork related to sustainability policy in South Carolina. Faculty who desire to work with students on a summer research project can request an application to do so by emailing Zachary Stephens, Administrative Assistant, at stephenszt@cofc.edu.

Students can also embrace sustainability literacy through expression. An example of this approach is epitomized in the QEP art exhibits which are frequently on display in the Addlestone Library. [Read about it here.](#)

For the 2020-2021 academic year the SLI has formed a two tier approach for SF/SR courses. Tier 1 requires no additional assessment and courses can be added into the system at any point in the semester. Tier 2 requires a more rigorous participation in assessment, along with SF/SR cohort meetings, and the call for proposals has closed.

If you are a current faculty member at The College and would like to submit a Tier 1 course proposal for any of your 2020-2021 classes, please [see this link](#).

Sustainability Focused (SF)				
Instructor	Title	Course Type	Course	Section
McManus	Concepts/Apps in Biology II	Lecture	BIOL102	01
Bidwell	Special Topics	Lecture	BIOL453	01
Young	Intro to Academic Writing	Lecture	ENGL110	26
Bidwell	Special Topics in ENTR	Lecture	ENTR360	01
Principe	Intro Enviro. & Sust. Studies	Lecture	ENVT200	01
Beckingham	Intro Enviro. & Sust. Studies	Lecture	ENVT200	02
Principe	Intro Enviro. & Sust. Studies	Lecture	ENVT200	03
Bidwell	Spec Topics: Environ & Sustain	Lecture	ENVT352	01
Principe	First-Year Seminar	Seminar	FYSE142	01
Wyman	Adv Special Topics Seminar	Seminar	HONS390	01
Kraft	Resources for Research	Online Exclusively	LIBR105	01
Brown	Intro. to Coastal Kayaking	Lecture	PEAC126	04
Hubel	Adverse Childhood Experiences	Lecture	PSYC312	01