

FYE Sustainability Literacy Quiz & Assessment Rubric

(given in class before SL Lesson [pre] and end of the semester with final [post])

1. List the 3 legs of sustainability.
2. Define sustainability literacy in 1 or 2 sentences.
3. Describe how systems thinking can address a 21st Century problem? (Please Be Specific)
4. What is something you can do as an individual to be more sustainable in your daily life?
(Please be sure to explain how this is connected to the Triple Bottom Line)
5. Is sustainability important to you (i.e., life/career goals)?
6. Given your answer to #5, briefly explain your answer.

	0	1	2	3
Three Legs of Sustainability	None of the legs are listed	1 of the legs is listed	2 of the legs are listed	All 3 of the legs are listed
Sustainability Literacy	Describes 0 of the 3 components of the definition (TBL, knowledge/skills OR advocacy)	Describes 1 of the 3 components of the definition (TBL, knowledge/skills OR advocacy)	Describes 2 of the 3 components of the definition (TBL, knowledge/skills OR advocacy)	Describes all 3 of components of the definition (TBL, knowledge/skills OR advocacy)
Systems Thinking	No description of the TBL, systems thinking, OR 21st century problems	Describes a 21st century problem OR systems thinking	Minimally describes a 21st century problem AND how systems thinking can be used to address it	Completely describes a 21st century problem AND how systems thinking can be used to address it
Action	No action is suggested	Action suggested	Action suggested AND minimal description of how it relates to the TBL	Action suggested AND complete description of how it relates to the TBL

Student Art Expression

Graduate Scholars Program

Undergrad Scholars Program

APPLY TO THE COLLEGE

PLAN A VISIT

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 fo 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



COLLEGE of
CHARLESTON
SUSTAINABILITY LITERACY

TRAIN YOUR BRAIN
TO SUSTAIN

QEP Course Proposal 2018-2019

The College of Charleston's QEP, "Sustainability Literacy as a Bridge to Addressing 21st Century Problems," invites all faculty to propose course enhancements based on the below definitions for the 2018-2019 academic year. These enhancements can be:

- a change to an already existing course so it is either sustainability related or focused,
- a proposal to develop a sustainability focused special topics course,
- or a proposal for a sustainability focused learning community.

Proposals can be for

- fall 2018,
- spring 2019,
- or Maymester or summer I (on campus or study away) 2019.

Those selected to develop and offer one of ten **sustainability focused courses (whether special topics or changing an already existing course)** will receive a stipend of \$500, while those selected to **change existing courses so that they become sustainability related** will receive a stipend of \$200, and faculty who propose a **sustainability focused learning community** around the topic of ***Social Justice and Fair Distribution*** will both receive \$500. Please note that learning community faculty must commit to having students submit proposals for the student solution of the year contest (to be discussed at the May training). All faculty whose courses are accepted must commit to attending a **two-day workshop** on May 14th and 15th, 2018 on teaching and assessing sustainability literacy; assign a QEP-generated signature learning assignment for assessment of the QEP student learning outcomes; administer a pre/post UN Sustainability Literacy test; and adopt at least one QEP SLO for the course. If approved, faculty are encouraged to teach their special topics course up to 3 times¹, sharing their assessment results for each time taught.

The "CofC Sustains/Solves" theme of the QEP for the 2018-19 academic year is ***Social Justice and Fair Distribution***. We are particularly interested in upper-level courses that help teach sustainability literacy where the entryway is through the topic of solving the variety of 21st century problems related to ***Social Justice and Fair Distribution***. However, proposals for lower level courses are also welcome. A non-exhaustive list of possible courses may focus on issues of equity; repatriation; colonization and/or genocide in contemporary or historical contexts; racism,

¹ Special topics can be taught 3 times before they can no longer be taught, or they must become a permanent departmental/program offering.

sexism, heteronormativity, and/or classism at individual or institutional levels, either past or present; environmental justice/racism; the tragedy of the commons and externalities; climate change and climate refugees; traditional ecological knowledge and biopiracy; fair labor; fair trade; corporate social responsibility; the expression of inequality and social justice themes in various art media; education reform and equality; ageism; and criminal justice reform. The selection committee equally encourages other creative entryways into the triple bottom line of sustainability via the lens of social justice and fair distribution of resources.

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 has the knowledge and skills to advocate for resilient social, economic, and environmental systems. Proposals that specifically relate to the CofC Sustains/Solves 2018-2019 theme of ***Social Justice and Fair Distribution*** should reflect how course content will use this theme to provide sustainability literacy to CofC students. When considering course proposals, please keep in mind the definitions of sustainability focused and sustainability related courses provided below. We are seeking submissions for both sustainability focused and sustainability related courses for 2018-2019. The designation of “focused” vs “related” comes from the AASHE (Association for the Advancement of Sustainability in Higher Education) STARS system (Sustainability Tracking, Assessment and Rating System):

a) “Sustainability Focused” courses (contain one of the below, or a mix of the three)

- i) 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).
- ii) 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.
- iii) 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 2017-2018 is water]. 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).

b) “Sustainability Related” courses (contain one of the below, or a mix of the two)

- iv) 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.

- v) 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 levasseurtj@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, October 23rd, 2017.

1. Department:
2. Faculty Member:
3. Faculty Member CWID:
4. Is this a _____ new sustainability focused (SF) special topics course
_____ change to an existing course so it is sustainability focused (SF)
_____ change to an existing course so it is sustainability related (SR)
_____ creation of a SF Learning Community (please specify other faculty involved)
_____ list here the relevant above criteria from the STARS definition you are using to teach either an SF or SR course (please write for SF either i, ii, and/or iii; for SR either iv and/or v)
5. QEP Course Title:
6. Semester Offered: Fall '18 _____ Spring '19 _____ Summer '19 _____

Signature of Faculty Member

_____ Date: _____

Signature of Department Chair/Program Director

_____ Date: _____

7. Course Description (Please limit to 150 words), related to the 2018-19 theme of ***Social Justice and Fair Distribution***, where this description is for review by the QEP Implementation Committee and will be used to advertise the course online (it is possible to turn in a word document file of this description):

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 the triple bottom line, where appropriate.

From: Jaume', Steven C

Sent: Monday, August 13, 2018 2:31 PM

To: Crabtree, Mari N; Brian, Kristi; Finnan, Christine R; Hansen, David J; Pritchard, Seth G; Beckingham, Barbara Austin; Sotka, Carolyn Marie; Garrett, Vicki; Doire, Louise M; Wright, Jen; Newhard, James M; Saunders, Jennifer Michelle; Spade, Thomas Mark; Greene, Anthony D; Tonks, Neal E; Lacroix, Celeste C; Bidwell, Deborah A; Bourdier, Juliette; Kollath-Cattano, Christy Lynn; Affonso, Lancie Anthony; Malek, Amy P; Scott, Blake C; Carrico, Alexis J; Messal, Carrie Blair; Chaffin, LaTasha Y; Klein, Susan J; Stiefel, Barry L; Foster, Caroline B

Subject: Sustainability Literacy Update Fall 2018

SLI Affiliated Faculty,

Welcome back to the fall semester! We wanted to send you some important reminders and updates via this email, **so please do read through its entirety and keep on file for the semester.**

1. Please send to Steve Jaume (jaumes@cofc.edu) your SF/SR syllabus with QEP SLO/s embedded by the start of classes next week.
2. Please remember that the OAKS page has lots of information, ranging from teaching tools to instructions on how to upload your course embedded assignment, artifacts, and assessment results.
 1. If you need help scanning any of these, please let Steve know.
 2. If you need a face-to-face reminder on what to upload and how, please let Steve know.
3. We are hoping that many of you are interested in hosting/participating in a faculty exchange. This will help our students learn about social justice and fair distribution from another disciplinary perspective, and should help you in meeting your course goals. Please let Steve know if you are available for an exchange, and if you'd like another SLI affiliated faculty to come visit your class.
4. We are hoping you will consider assigning the Changemaker Challenge (CC) in your class. This is a creative problem solving competition overseen by SLI Innovation Fellow Dave Hansen.
 1. More can be found out about this on our website, with this available to see later this week (sustain.cofc.edu then CC subtab).
 2. We are soliciting 1 to 2 page reports on a pressing social justice and fair distribution issue that can be based on your research, or assigned in class for your students to generate. These will be the basis for the CC problems students will help solve. Please see below our names for more on this opportunity.
5. Please consider asking your classes to attend SustainFest on August 30th at 6pm in the Cistern Yard (4th floor ballroom as rain back-up spot). This event features Majora Carter and will be an engaging way to help kick-off the discussions in your respective classes (<http://www.majoracartergroup.com/bio.html>).

Bio - Majora Carter Group, LLC

www.majoracartergroup.com

BIO Majora Carter is a leading urban revitalization strategy consultant, real estate developer, and Peabody Award winning broadcaster. She is responsible for the creation & implementation of numerous green-infrastructure projects, policies, and job training & placement systems.

1. We have over 15 events lined up for this semester—please consider assigning them or making them extra credit. Information on them can be found on our Events tab on the SLI website.
6. Donella Meadows, *Thinking in Systems*--Once the subscription payment is accepted by the publisher Addlestone will have digital access to this classic on systems thinking. It may be worth assigning some chapters of it in your respective classes.
7. In terms of nuts and bolts for how this QEP can support your teaching and student interactions at the interface of the TBL and 21st century problems, please remember:
 1. A call for year 3 courses (CofC Sustains/Solves theme: food and agriculture) will be coming out in September.
 2. A call for spring 2019 SLI minigrants will be coming out in September.
 3. A call for student/faculty research (up to \$3,000 funded) for summer 2019 will be coming out in September).
 4. A faculty certificate in sustainability literacy will be offered beginning either this fall or next spring—we will update you as that becomes known.
 5. Steve is going to arrange a monthly sustainability literacy reading/discussion group. Please let him know if you're interested in participating in that.
 6. We are looking for sustainability literacy scholars mentors to oversee the portfolio of a scholar--please let me know if you're interested.
8. Lastly, add pay will begin now that you are teaching your fall course. The add pay is added to each pay period and does not show up as a one-lump add.

Thank you for your efforts in supporting the College, this QEP, and in creating an engaging classroom experience for our students to learn sustainability literacy and to get the skills and knowledge to advocate for resilient solutions to 21st century problems!

Sincerely,

Todd and Steve

Hello, and welcome to the College of Charleston Quality Enhancement Plan's second year of promoting sustainability, resilience and systems thinking on the CofC campus! The theme for this new academic year is "social justice and fair distribution."

As faculty and thought leaders on campus, you can support the QEP by helping set the social justice agenda for our second annual Changemaker Challenge, a series of problem solving workshops throughout the fall followed by a poster and pitch competition to determine the winning solutions.

You can help by preparing a 2-page summary of a social issue – the problem, what’s been tried, resource links. Although not required, we are recommending everyone use the Impact Gap Canvas: <http://tacklingheropreneurship.com/the-impact-gaps-canvas/>.

The Impact Gaps Canvas - Tacklingheropreneurship

tacklingheropreneurship.com

The Impact Gaps Canvas came out of Daniela Papi-Thornton’s research and is a tool that can be used by anyone who wants to understand the landscape of a problem and possibly identify some paths to how they might contribute to a solution.

Your handout should focus on one social justice issue that’s important to you and/or your discipline, whether it’s campus, city, state, region, country or world-wide. Handouts will be posted on the Sustainability Literacy Institute website and used to clarify a problem for students who want to participate in the Changemaker Challenge but don’t come with a problem in mind.

You can make sure your discipline’s concerns are represented in the Changemaker Challenge by preparing this handout/summary--or by having your students do this as a class assignment or extra credit assignment. See the resources provided below for a place to start!

In terms of timeline, we’d like to have the handouts in hand by early October. However, we can still use the handouts as late as November 1 for later workshops.

You can submit handouts to me at Hansend@cofc.edu. Also, let me know if I can answer any questions you have about this year’s Changemaker Challenge. Start with checking out the Changemaker Challenge on the SLI website: sustain.cofc.edu.

Resources

<https://sustainabledevelopment.un.org/?menu=1300>

Sustainable Development Goals ∴ Sustainable Development ...

sustainabledevelopment.un.org

End hunger, achieve food security and improved nutrition and promote sustainable agriculture

www.ashoka.org



Ashoka | Everyone a changemaker

www.ashoka.org

Ashoka builds and cultivates a community of change leaders who transform institutions and cultures so they support changemaking for the good of society. Find out more about us, and join the worldwide network of changemakers.

www.tacklingheropreneurship.com

www.Changemakers.com

Changemakers

www.changemakers.com

Changemakers is a global online community everyone's ability to be a changemaker by inspiring, mentoring, and collaborating with other members of the community.

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