

How to Apply Sustainability to Any Course: The UN SDGs Framework

Heather Clark | College of Education & Ellie Perry | Facilities Services | September 2024

Welcome to our Sustainability Curriculum Workshop

Thursday 9/19 and Friday 9/20

A workshop designed to help CSUDH faculty integrate or amplify the UN Sustainable Development Goals (SDGs) in their curriculum.

AGENDA & OBJECTIVES

Agenda

- Who is in the room
- Introduction to ILOs and the Center
- Framework for understanding sustainability as part of DEIJ
- Introduction to UN SDG as a tool to integrate sustainability in your course(s)
- Syllabus and course curriculum self-assessment

Objectives

- Understand CSUDH's interest in a sustainability ILO, commitment to environmental justice, and resources at the Center for Sustainability and the Environment
- Identify at least one UN SDG that your course already addresses and/or could address
- Articulate student learning objectives related to a UN SDG in your course

Who is in the room

- (Thursday) please share your name, role on campus and department
- (Friday) In the chat please write your name, role on campus and department

Facilitators

- Heather Clark
- Ellie Perry

AASHE STARS & THE ROAD TO PLATINUM

- Bronze-> Gold within 5 years (fastest within entire CSU)
- Many sister campuses still plateaued at Silver or Bronze
- Institution is committed to going Platinum (will we be the first CSU to achieve?)
 - Not achievable without full integration with the academic mission



2018



2020



2023

CENTER FOR SUSTAINABILITY & THE ENVIRONMENT



- **Center for Sustainability & The Environment**
 - Institutional-level academic center designed to support sustainability integration in academics.
 - Office of Sustainability & Center are two distinct units but have same Director.
- **Services:**
 - Annual Faculty Learning Community (FLC) in spring around environmental sustainability
 - Faculty-focused events to support sustainability in curriculum and research
 - Interdisciplinary networking resource for partnering with other CSUDH faculty working on sustainability, external community organizations, campus infrastructure projects, and grant opportunities.

Visit:	www.csudh.edu/sustainability
E-Mail:	sustainability@csudh.edu
Director	Sustainability Director, Ellie Perry (eperry@csudh.edu)
Faculty Co-Chairs	Heather Clark (Curriculum)- hclark@csudh.edu Parveen Chhetri (Research)- pchhetri@csudh.edu Jenney Hall (Community Engagement)- jehall@csudh.edu

A SUSTAINABILITY ILO?

"Going Far Together" Campus Strategic Plan (Thriving Students Pillar):

- "By Fall 2025, the campus community will revise its Institutional Learning Outcomes for graduate and undergraduate students to align with the campus' mission, vision, and **values** and develop a plan to assess these outcomes on a five-year cycle."
- Sustainability is one of the core values alongside DEIJ in the strategic plan (Mission, Vision, Values)
- Academic Senate Resolution urging ILO Sub-Committee to consider integrating environmental sustainability into the university's ILOs as part of the process of revising CSUDH ILO's (EXEC 24-02 ILO Sustainability)- Passed 3/2/2024
 - Definition of the UN SDGs as an accessible framework for thinking about sustainability in curriculum.

WHY SUSTAINABILITY?

Why integrate or elevate sustainability in your course?

Education is a catalyst of societal transformation

“A fundamental change is needed in the way we think about education’s role in global development, because it has a catalytic impact on the well-being of individuals and the future of our planet. ... Now, more than ever, education has a responsibility to be in gear with 21st century challenges and aspirations, and foster the right types of values and skills that will lead to sustainable and inclusive growth, and peaceful living together. “

Irina Bokova, Director-General of UNESCO

WHY SUSTAINABILITY?

Why integrate or elevate sustainability in your course?

Social and educational justice cannot be achieved without environmental justice



How to integrate or elevate sustainability in your course?



UN SDGS- LEARNING OBJECTIVES

How to integrate or elevate sustainability in your course?

Learning objectives for each of the 17 SDG



1.2.5. SDG 5 | Gender Equality | Achieve gender equality and empower all women and girls

Table 1.2.5. Learning objectives for SDG 5 "Gender Equality"

Cognitive learning objectives	<ol style="list-style-type: none"> The learner understands the concept of gender, gender equality and gender discrimination and knows about all forms of gender discrimination, violence and inequality (e.g. harmful practices such as female genital mutilation, honour killings and child marriage; unequal employment opportunities and pay, language construction, traditional gender roles, gendered impact of natural hazards) and understands the current and historical causes of gender inequality. The learner understands the basic rights of women and girls, including their right to freedom from exploitation and violence and their reproductive rights. The learner understands levels of gender equality within their own country and culture in comparison to global norms (while respecting cultural sensitivity), including the intersectionality of gender with other social categories such as ability, religion and race. The learner knows the opportunities and benefits provided by full gender equality and participation in legislation and governance, including public budget allocation, the labour market and public and private decision-making. The learner understands the role of education, enabling technology and legislation in empowering and ensuring the full participation of all genders.
Socio-emotional learning objectives	<ol style="list-style-type: none"> The learner is able to recognize and question traditional perception of gender roles in a critical approach, while respecting cultural sensitivity. The learner is able to identify and speak up against all forms of gender discrimination and debate the benefits of full empowerment of all genders. The learner is able to connect with others who work to end gender discrimination and violence, empower those who may still be disempowered and promote respect and full equality on all levels. The learner is able to reflect on their own gender identity and gender roles. The learner is able to feel empathy and solidarity with those who differ from personal or community gender expectations and roles.
Behavioural learning objectives	<ol style="list-style-type: none"> The learner is able to take the measure of their surroundings to empower themselves or others who are discriminated against because of their gender. The learner is able to evaluate, participate in and influence decision-making about gender equality and participation. The learner is able to support others in developing empathy across genders and breaking down gender discrimination and violence. The learner is able to observe and identify gender discrimination. The learner is able to plan, implement, support and evaluate strategies for gender equality.



1.2.13. SDG 13 | Climate Action | Take urgent action to combat climate change and its impacts

Table 1.2.13. Learning objectives for SDG 13 "Climate Action"

Cognitive learning objectives	<ol style="list-style-type: none"> The learner understands the greenhouse effect as a natural phenomenon caused by an insulating layer of greenhouse gases. The learner understands the current climate change as an anthropogenic phenomenon resulting from increased greenhouse gas emissions. The learner knows which human activities – on a global, national, local and individual level – contribute most to climate change. The learner knows about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally and understands how these can themselves become catalysing, reinforcing factors for climate change. The learner knows about prevention, mitigation and adaptation strategies at different levels (global to individual) and for different contexts and their connections with disaster response and disaster risk reduction.
Socio-emotional learning objectives	<ol style="list-style-type: none"> The learner is able to explain ecosystem dynamics and the environmental, social, economic and ethical impact of climate change. The learner is able to encourage others to protect the climate. The learner is able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate change. The learner is able to understand their personal impact on the world's climate, from a local to a global perspective. The learner is able to recognize that the protection of the global climate is an essential task for everyone and that we need to completely re-evaluate our worldview and everyday behaviours in light of this.
Behavioural learning objectives	<ol style="list-style-type: none"> The learner is able to evaluate whether their private and job activities are climate friendly and – where not – to revise them. The learner is able to act in favour of people threatened by climate change. The learner is able to anticipate, estimate and assess the impact of personal, local and national decisions or activities on other people and world regions. The learner is able to promote climate-protecting public policies. The learner is able to support climate-friendly economic activities.

Syllabus and course curriculum self-assessment

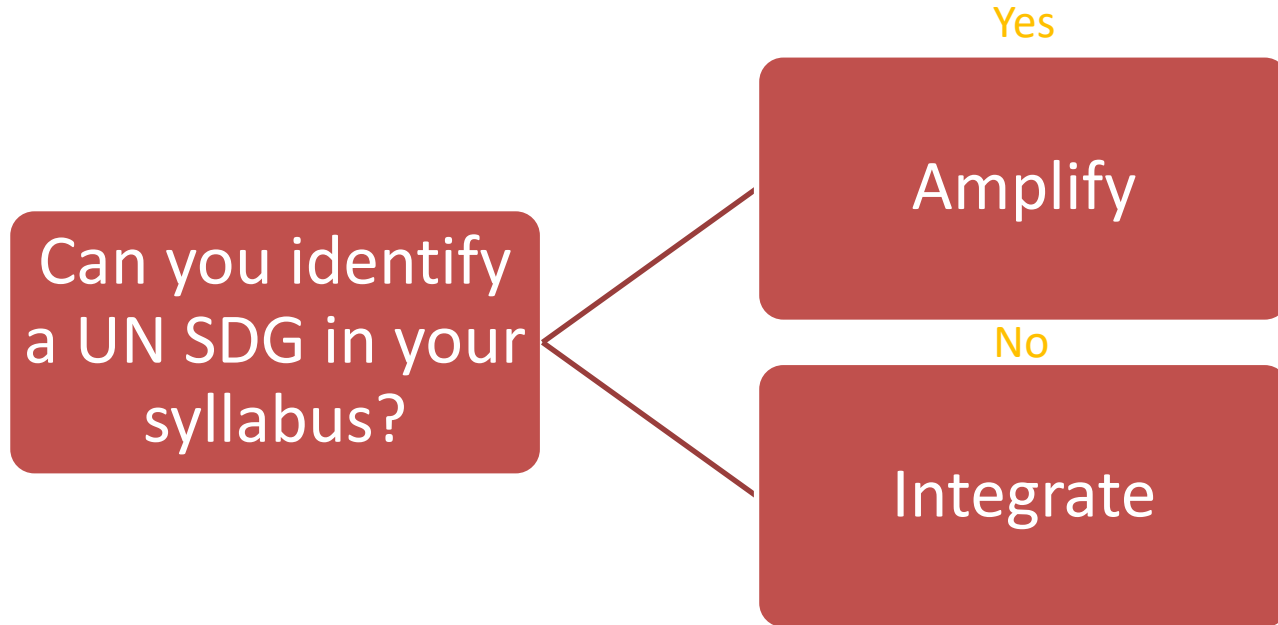
Big picture questions to consider

- How is your course aligned to CSUDH's DEIJ goals? Is environmental justice part of your alignment to DEIJ?
- How does your course help students explore the past and imagine/build the future? Are environmental issues part of questions about our world?
- What challenges does your course prepare students to address? Are the environmental dimensions of that challenge included?
- What voices are heard and stories are told through your course? Are diverse narratives about our changing climate included?

Independent self-reflection and note taking for 2 minutes

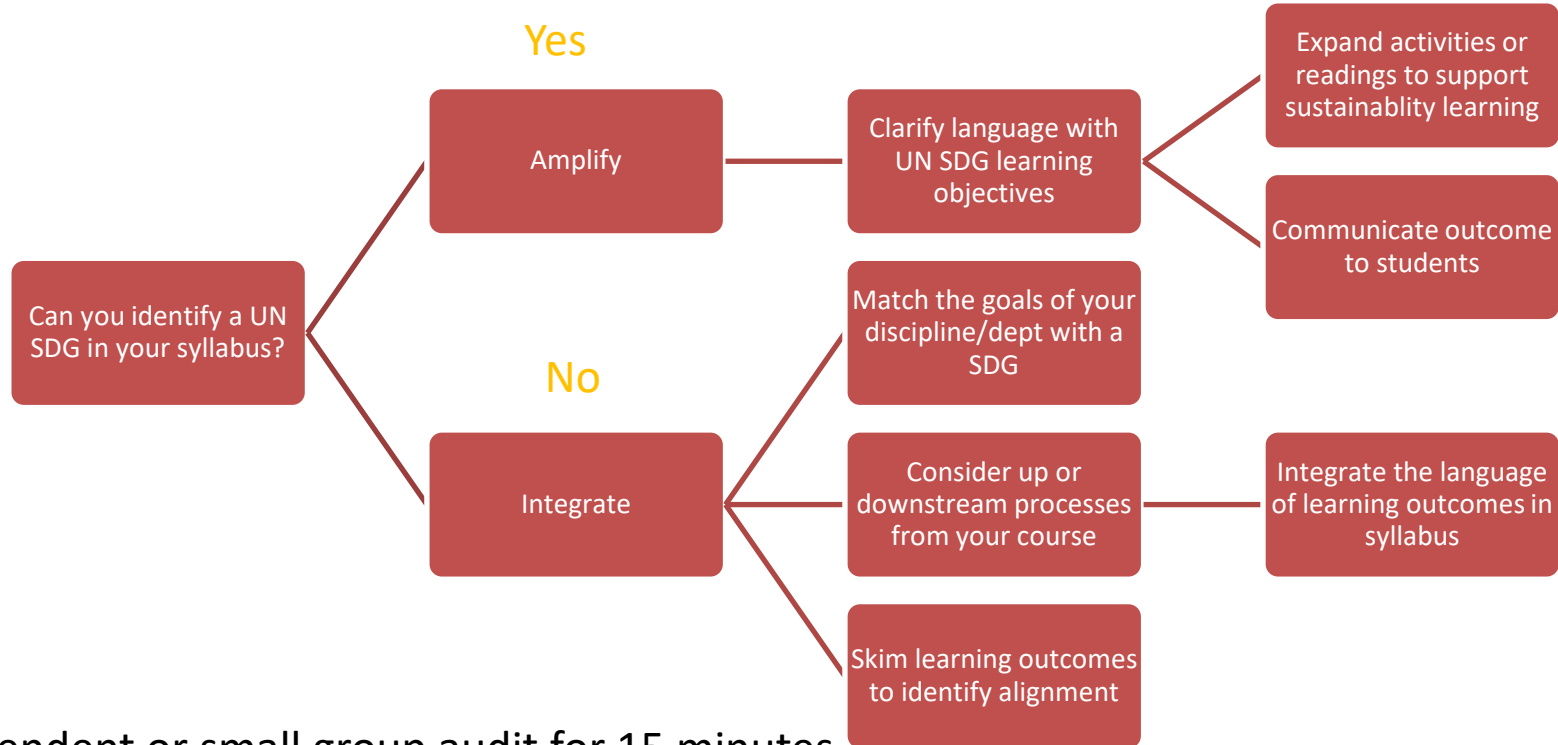
SELF-ASSESSMENT ACTIVITY

Syllabus and course curriculum self-assessment



SELF-ASSESSMENT ACTIVITY

Syllabus and course curriculum self-assessment



Independent or small group audit for 15 minutes

Workshop Outcomes

Please share how you amplify or integrate sustainability in your course

- Turn in a revised and highlighted syllabus as a deliverable from your participation
 - Ellie will document your participation as continuous learning (commendation letter)
 - Identify your course as a sustainability course in campus course inventory

Future resources to support this work

- College and department specific language to include on your syllabus
- Methods of instruction to support sustainability outcomes
- Breaking down obstacles for sustainability integration
- Communicating sustainability outcomes to students