

Systemwide Faculty Learning Community for Climate Change and Resilience

Leaders: **Juliana Goodlaw-Morris, Sustainability Manager**
Dr. Mark Stemen, CSU Chico Professor, Geography and Planning

Historically, the central role of education has been to socialize the young and to ensure continuity in society, whether indigenous, pre-modern, or modern. In stable conditions, this reproduction function is sufficient. But not in volatile and uncertain times, when the future will not be a linear extension of the past and when social innovation, creativity, and experimentation is critically important. The contradiction now is that the more we try to ensure continuity by doing more of the same, the greater the prospects for a discontinuous and chaotic future become.

— Stephen Sterling - *Educating for the Future We Want*, May 2021¹

Description

Recognizing the severity of the climate crisis, we are driven by profound and renewed belief in the power of education to help reimagine and build a better, more sustainable and environmentally just world. In this FLC, participants are invited to think about teaching and learning with a focus on climate change and resilience. Our goal is to support teaching across the disciplines by creating a workshop that does not require you to leave your existing subject matter. We will come to you! Our conversations will be driven by the questions that emerge from participants' existing classes. What is keeping you from discussing climate change more in your classes, and how can we solve it together?

This FLC is unique in that it's a systemwide FLC, led by Chico State. This will be the first time that a FLC is being conducted across the system. Six campuses will be participating: Chico, San Luis Obispo, Stanislas, Humboldt, Monterey Bay and San Marcos.

Learning Outcomes:

- Learn about and develop or modify course curriculum with a focus on climate change, climate justice and resilience.
- Connect with Campus as a Living Laboratory opportunities across CSUSM
- Gain collegial support for teaching sustainability across the disciplines.

- Work collaboratively to identify current sustainability problems of practice
- Integrate climate topics into courses that have not traditionally been viewed as relevant or connected to climate and sustainability
- Design pedagogical approaches to teach students about sustainability problems of practice paired with investigating possible approaches to solving these together

FLC Requirements

This FLC requires a commitment to be prepared for and actively participate in seven of the eight 90-minute sessions scheduled, with some reading and projects expected between sessions. Participants will also participate in consultation sessions in smaller teams where faculty can present ideas, and receive feedback, on course design related to their specific context. These small groups will support each other in course design and revision.

Who should apply?

Although this FLC will be open to all faculty, we are seeking faculty who are relatively new to integrating climate change, sustainability and resilience into their curriculum.

Faculty from any discipline and rank are encouraged to apply.

How will faculty be selected?

Applications will be reviewed by the Faculty Center and Sustainability Manager. Preference will be given to new faculty (faculty in their first 5 years of teaching). Selection decisions will also be mindful of the need for a cross disciplinary discussions.

What are the deliverables?

Participating faculty are expected to redesign significant portions of a course (assignment sequence, assessment, syllabus, course activity, etc.) to integrate climate change and resilience into student learning outcomes. Deliverables include: a completed Model Course Redesign, a recorded "lightening talk" and a 1-year post-FLC follow-up survey. Optional: write a paper on the course redesign and submit it for publication in *The CSU Journal of Sustainability and Climate Change*

Time Commitment

We expect the time commitment to be between 15-20 hours. This FLC requires a commitment to be prepared for and actively participate in seven of the eight 90-minute sessions scheduled, with some reading and projects expected between sessions. Participants will also participate in consultation sessions in smaller teams where faculty can present ideas, and receive feedback, on course design related to their specific context.

We will plan for two, one-hour collaborations based on the available times of participants. These small groups will support each other in course design and revision.

All times 9:00-10:30am

Wednesday, Feb 9: Introductions and Goals of FLC

Wednesday, Feb 23: Science and Policy of Climate Change

Wednesday, March 9: Climate Justice

Wednesday, March 23: Campus Based Check-In/This Way to Sustainability Conference

Wednesday, April 6: Class Assignments, Activities & Research

Wednesday, April 13: Campus as a Living Lab – Optional #1

Wednesday, April 20: Global and Civic Engagement – Optional #2

Wednesday, May 4: Redesign Presentations

[Meetings are both in-person and virtual on Zoom]

Additional Meetings

In addition to meeting for consultation meetings (coaching sessions) with small groups of participants, there will also be independent workshops during the semester focused on specific climate change and resilience issues, including sessions at the *This Way to Sustainability Conference* that will be held March 24-25. The workshops and the conference sessions will open to all faculty on campus, and FLC members will be strongly encouraged to attend.

Compensation

Faculty will receive \$500 compensation for participating in the FLC, including completing the above deliverables, and missing no more than 2 meetings.

Application:

Applications will be reviewed by the Faculty Center and Sustainability Manager. Preference will be given to new faculty (faculty in their first 5 years of teaching). Selection decisions will also be mindful of the need for a cross disciplinary discussions.

Fill out the application at the following [link](#).

Priority will be given to faculty who submit their application by Dec. 10, 2021.

FLC Facilitator

Dr. Mark Stemen is a professor of Geography and Planning at CSU, Chico, where he teaches environmental courses in sustainability and civic engagement. He and his students recently assisted in preparing a climate vulnerability assessment for the City of Chico and Butte County. Dr. Stemen is also a member of the UC-CSU Knowledge Action Network (NXTerra) and has hosted over a dozen faculty development workshops on integrating sustainability in the college curriculum as part of the annual California Higher Education Sustainability Conference. An interdisciplinary teacher by training, Dr. Stemen has co-created new sustainability courses in three different colleges at CSU, Chico.

Juliana Goodlaw-Morris Since arriving at CSUSM in 2015, Juliana has served as the Sustainability Manager working with students, staff, and faculty to create a culture of sustainability that is inclusive and focused not just on the operational side of sustainability, but also the social justice and diversity connections. She engages with faculty to create transformative academic opportunities for students to connect their education to real-life learning through developing the campus as a living laboratory. Juliana is also a mentor and advisor to many students working to ensure sustainability helps them succeed inside and outside of the classroom. As a lecturer within CSUSM's Environmental Studies department, Juliana engages students with academic rigor to help them succeed within their course of studies. Juliana holds a Master of Arts degree in Sustainability with a concentration in Community Development and Social Action Training from SIT Graduate Institute in Vermont. Her BA in Environmental Studies from the University of California, Santa Cruz.

Questions

Contact Juliana Goodlaw-Morris (jgmorris@csusm.edu) or for specific course questions contact Mark Stemen (mstemen@csuchico.edu).