

## **Faculty Learning Community for Toward Collaborative Climate Change Problem-Solving Curriculum**

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### **Description**

In partnership with the nascent Climate Change Faculty Working Group (CCFWG), we propose an FLC which allows interested faculty within each college an opportunity to collaborate across campus in the creation of new, or refinement of existing, climate change problem-solving based curriculum. CCFWG's mission is to foster CSUSM as a primary actor in regional climate change problem-solving and towards this goal we propose a collaborative and interdisciplinary approach to curriculum development, aimed at preparing our graduates to actively participate in and address local climate change issues upon graduation.

The purposed of this FLC is to nurture strong and explicit curriculum collaboration among faculty across campus in order to provide expertise to CSUSM students to address climate-change problem-solving upon graduation. This FLC will serve to 1) connect faculty from different disciplines who are already or want to teach climate change topics in their classrooms, 2) provide pedagogical training to faculty who are interested in incorporating climate change topics in their course curriculum.

Proposed outcomes of the FLC:

- Faculty participants will develop skills for implementing interdisciplinary and course-specific climate change curriculum
- Faculty participants will develop a knowledge base towards a long-range vision of collaboration in support of CSUSM's leadership role in climate change problem-solving for our local region

### **Who should apply?**

This FLC will be open to faculty members in any college who, via curricula, currently or in the future wish to address regional climate change problem-solving and, in particular, social justice issues related to this kind of problem solving. Our spirit of diversity and collaboration is embodied in the proposed FLC leaders and CCFWG. My expertise is in urban and regional planning within the context of LBST, which prepares future K-8 teachers. BIOL Prof. Becket's expertise is in bacterial genomics, and BIOL Prof. Taniguchi's expertise is in marine ecology. Membership in CCFWG includes faculty in other disciplines: Geography, Physics, and Environmental Studies. We are deeply committed to diversity and know that CCFWG will be successful if we include as many faculty as possible in our work. We've deliberately remained a small group of seven advisory faculty this year as we've worked to establish CCFWG; we plan to expand participation to all faculty next year, in part through the proposed FLC.

Faculty from any discipline and rank are encouraged to apply.

### **How will faculty be selected?**

- We will facilitate connections between faculty already adept at teaching about climate change and those who want to integrate a more interdisciplinary perspective in their understanding and teaching of climate change. In selection of members we will seek “diversity in ranks, departments, and disciplines, as well as experience, perspectives, and needs.” For example, indigenous knowledge related to climate change problem-solving would be invaluable to our efforts, and we will actively seek out participation by faculty in AIS and/or in this area of expertise. Additionally, lecturers in ENVS and WGSS have told me how excited they are to apply to this proposed FLC. However, faculty with no previous experience in teaching climate change-related issues but who have articulated their interest in incorporating these issues into their pedagogy will be welcome to the FLC.
- Diverse representation from different ranks, disciplines, and colleges

### **What are the deliverables?**

- End of AY Faculty Center Roundtable
- Development of a comprehensive list of regional climate change issues
- Compilation of existing and best practices in climate change curricula
- Development of new climate change curriculum
- Establishment of a climate change instructional faculty network across CSUSM colleges
- Development of a draft proposal to offer a climate change certificate or minor to CSUSM students

### **Time Commitment**

The proposed meeting dates and times are every three weeks on Friday for two hours, from 9-11 a.m., working around holidays:

- September 25 (As part of CCFWG’s rollout next year, we have been approved by Arts and Lectures to bring Sage Lenier, a UC-Berkeley-based undergraduate environmental curriculum expert, to campus this same week and will incorporate exploration of her student-based, problem-solving work into the FLC.)
- October 16
- November 6
- December 4
- For Spring ’21, we will consult with the FLC members to see if we need to switch to other dates, but we will continue the every-three-weeks-for-two-hours pattern.

Should CSUSM remain virtual in the Fall, we will continue with the schedule of four, two-hour long meetings. Having a longer session will allow us to move deeper into the material, which is a key goal of our FLC. In order to alleviate Zoom fatigue, we will use the middle part of the

meeting to take a quick break and then work in smaller breakout sessions. In the last half-hour we will regroup as a whole to debrief and set goals for our next meeting.

**Compensation**

Faculty will receive \$250 compensation for participating in the FLC, including attending all meetings.

**Application:**

Faculty should include an explanation of their experience and/or interest in teaching climate change problem-solving focused curriculum. Listing specific classes they are interested in developing is also encouraged. We would also like to know if any of their climate change teaching has deliberately addressed North County issues.

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

Priority will be given to faculty who submit their application by **September 9, 2020**