

# Sustainability in the Curriculum

## Open call to faculty to participate in the Sustainability Co-design Project

The Centre for Teaching and Learning (CTL) is inviting faculty who are interested in developing sustainability content for their courses to participate in the Sustainability Co-design Project.

Please submit [your application](#) by Friday, **September 11, 2023**. It should take approximately 5-15 minutes to complete.

Sometimes, it is just a question of not knowing where or how to start embedding sustainability, without adding to the course workload. Our Sustainability Co-Design Project might just be the spark you need! Please share a concise paragraph outlining your overarching concept. Should your proposal be selected, you will collaboratively shape your vision with your co-design team. For visionaries with concepts but constrained by time, rest assured—another opportunity awaits with our upcoming Winter 2024 call.

The project is set to run from **October 6 – December 22, 2023**. The kick-off meeting is planned in person on Friday, October 6, 2023. Please hold the date upon selection of your application.

As per the UNESCO's Sustainable Development Goals (SDGs), Education for Sustainable Development is a vital element of the 2030 Agenda for Sustainable Development and a key instrument in achieving all the 17 SDGs. This initiative aligns with Concordia University's [Sustainability in the Curriculum](#) under the [Sustainability Action Plan 2020-2025](#). The Sustainability Co-design Project targets Strategy 3:

*“In collaboration with students and faculty, identify opportunities to infuse sustainability into new or existing curricula or courses as well as emerging critical themes that can be incorporated into the sustainability curriculum.”*

The project seeks to create co-design teams comprised of an instructor and two students who collaborate to develop and integrate sustainable learning outcomes and related learning resources and activities into a course curriculum. Supported by CTL Curriculum Developers and Faculty-Peer Mentors, the teams will be built to leverage discipline-specific expertise, sustainable development expertise, and pedagogical expertise in the co-design process. The project is open to all faculty across the university, with priority given to courses that currently have little to no sustainability content and that are considered program requirements, as opposed to elective courses. Proposals should be supported by the Department Chair, Curriculum Committee and/or Course Coordinator to ensure lasting and impactful change.

The remunerated student partner teams are ideally comprised of one graduate student from the discipline and one undergraduate student who is involved in sustainability initiatives, projects or research. Flexibility exists in the composition of the team. Faculty are encouraged to approach and recommend students of their choosing as appropriate. For faculty who do not have students to support the work, the CTL will endeavor to assist in finding appropriate student partners.

The CTL will oversee remuneration for students and co-design teams will be responsible for determining their own work schedule based on their needs.

Teams are required to participate in 3 meetings (one kick-off breakfast meeting, a consultation with a mentor and a feedback meeting) and will be provided with relevant training to support the advancement of the work. Upon completion, the teams are required to share their case as a study on the CTL website (summary capsules), expected to share their learnings with the subsequent teams and possibly with other faculty members from their department. Teams could optionally share materials created for this project (such as T&L activities, assessment, student resources) on the CTL website.

The program goals are to:

- Increase sustainability content across Concordia's academic departments' courses and programs in accordance with the Sustainability in the Curriculum goals
- Help faculty identify sustainability topics and/or learning outcomes that will enhance course curriculum and develop engaging sustainability-related content for their course
- Help Concordia students identify and value opportunities to intersect sustainability with disciplinary-specific thinking to tackle social, environmental, and economic issues, and meet future challenges
- Use a "Students as Partners" approach to develop working partnerships that bring together varied perspectives on how to best integrate sustainability content
- Leverage a co-design approach to develop working teams that directly support the creation of the course materials and other deliverables
- Use the UNESCO - Education for Sustainable Development Goals - Learning Objectives - as the overarching guiding document and resource bank to help codesign teams integrate Education for Sustainable Development (ESD) into curricula

Program Requirements

CTL will:

1. Assist in hiring student partners to serve on co-design teams
2. Recruit faculty participants and faculty-peer mentors
3. Match mentors with project teams
4. Coordinate and deliver training on developing instructional materials, planning engaging learning activities, and constructive alignment for the student partners
5. Provide initial and on-going feedback on design, alignment, evidence-based teaching and learning practices
6. Respond with additional support for co-design teams as needed
7. Produce a case-study of the co-design teams' processes as a summary capsule for the CTL website or host an event to showcase the project results.
8. Issue a letter of attestation to recognize the leadership role of faculty and peer mentors who have completed the project

Faculty will:

1. Submit an application to participate in the Sustainability Co-design Project
2. Participate in the in-person kick-off breakfast meeting, and in the consultation meeting with their mentor.
3. Collaborate with Student Partners in the design and development for the sustainable course content (i.e., unit of instruction) or course component (i.e., learning outcomes)

4. Collaborate with the CTL to align with evidence-based practices in pedagogy and design
5. Collaborate with Student Partners to establish a timeline for deliverables
6. Collaborate to produce a unit of instruction that includes teaching and learning activities, course material, and formative feedback strategies to support the intended learning objective and an assessment activity to promote the integration / application of the sustainability objective in the discipline thinking
7. Collaborate to produce an alignment plan to demonstrate how the learning is taught and evaluated
8. For faculty who seek to modify a course learning outcome, especially those in accredited programs, submit their course modification/redesign plan to the respective department chair for approval
9. Implement the sustainability component in their course
10. Identify and implement a plan for evaluating the impact of course revision measures
11. Share their project results with the university community, via a case-study capsule summarizing their process for the CTL website
12. Share their learnings with the subsequent teams and possibly with other faculty members from their department.

#### Peer Mentors will:

1. Participate in a kickoff meeting with the Co-design Project Team and CTL to share how they have embedded sustainability in their course(s) and provide examples of discipline-specific, sustainability-related learning activities and assessments.
2. If possible, participate in a follow-up meeting with one team to provide feedback on their course re-design plan.

#### Student Partners will:

1. Participate in CTL training
2. Participate in the in-person kick-off breakfast meeting, in the consultation meeting with their mentor and in the student training workshops.
3. Collaborate with their project team in the design and development for the course content or course component(s)
4. Collaborate with the CTL to align with evidence-based practices in pedagogy and design
5. Collaborate with faculty to establish a timeline for deliverables
6. Collaborate to produce a unit of instruction that includes teaching and learning activities, course material, and formative feedback strategies to support the intended learning objective and an assessment activity to promote the integration / application of the sustainability objective in the discipline thinking
7. Collaborate to produce an alignment plan to demonstrate how the learning is taught and evaluated
8. Identify a plan for evaluating the impact of course revision measures
9. Share their project results with the university community, via a case-study capsule summarizing their process for the CTL website.