Quality Enhancement Plan (QEP), “Sustainability Literacy as a Bridge to Addressing 21st Century Problems” -- Call for Course Proposals 2018-2019

The College of Charleston’s Sustainability Literacy Institute (SLI) invites all faculty to propose course enhancements for the 2018-2019 academic year and the CoC Sustains/Solves theme of “Social Justice and Fair Distribution.” Faculty may propose any of the following:

- adding a QEP SLO (or SLOs) to an already existing course;
- continuing to embed a QEP SLO (or SLOs) in a previously enhanced course for up to three years;
- developing a new sustainability focused special topics course,
- or creating, along with a partnered faculty, a sustainability focused learning community.

Proposals can be for any term in the 2018-19 academic year, excluding Summer II 2019. Please note that it is the responsibility of the faculty member’s department/program to schedule proposed courses.

**Stipends for selected proposals:**

- Ten sustainability-focused (SF) courses (defined below) will be selected. Faculty submitting the proposals will receive a stipend of $600, regardless of the number of sections taught.
- Faculty whose proposals for a sustainability focused learning community around the topic of Social Justice and Fair Distribution are selected, will also receive a stipend of $750. A learning community consists of two faculty teaching separate courses but that have significant overlapping content and shared goals and objectives and have students who must register for both courses.
- Faculty who have submitted proposals for courses that are selected as sustainability related (SR) or who will continue to teach a previously-selected sustainability focused course will receive a stipend of $400, regardless of number of sections taught. Faculty who continue to embed QEP SLOs in their courses will be considered Affiliated Faculty of the SLI.

**Additional requirements/commitments:**

- Faculty whose courses are accepted and who have not attended a prior Sustainability Literacy Institute (SLI) faculty workshop on teaching QEP SLOs, must commit to attending a two-day workshop on teaching and assessing sustainability literacy.
which will take place on May 14th and 15th, 2018; this workshop will help cover other requirements, which are:
  - adopting at least one QEP SLO for the course;
  - assigning a QEP-generated signature learning assignment for assessment of the QEP student learning outcomes;
  - administering to their class a pre/post UN Sustainability Literacy test, given at the beginning and end of the semester;
- For learning communities, faculty must commit to having students submit proposals for the student solution of the year contest (to be discussed at the May training).

We are particularly interested in courses that address solving the variety of 21st century problems related to Social Justice and Fair Distribution, which is the “CoC Sustains/Solves” theme of the QEP for the 2018-19 academic year. Some examples of such issues include: equity; repatriation; colonization; genocide; racism; sexism; heteronormativity; classism; environmental justice; the tragedy of the commons; refugees; biopiracy; fair labor; fair trade; corporate social responsibility; the interface of social and economic equity; education reform and equality; ageism; and criminal justice reform. The selection committee encourages creative entryways into understanding the triple bottom line of sustainability via the lens of social justice and fair distribution of resources.

**Definitions**

When considering course proposals, please keep in mind the following definitions:

- 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 should have the knowledge and skills to advocate for resilient social, economic, and environmental systems.
- The definitions of sustainability-focused (SF) and sustainability-related (SR) courses come from the AASHE (Association for the Advancement of Sustainability in Higher Education) STARS system (Sustainability Tracking, Assessment and Rating System):

  1) **“Sustainability Focused” courses (contain one of the below, or a mix of the three)**
     a) 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).
     b) 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.
c) 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 2018-2019 is social justice and fair distribution]. 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).

2) “Sustainability Related” courses

a) 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. For this QEP such a unit or module includes discussion of the triple bottom line.

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 sust ain.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, January 15th, 2018.

1. Department: Management and Marketing

2. Faculty Member: Lanie Affonso

3. Faculty Member CWID: 10145133

4. Course classification:
   - [ ] new sustainability focused (SF) special topics course
   - [ ] new sustainability related (SR) course
   - [ ] change to an existing sustainability focused (SF) course
X change to an existing sustainability related (SR) course
HONS 205 Entrepreneurship Theory and Practice – First taught in Fall 2017 as a SR
course (adding 4 new chapters that focus on entrepreneurship, creativity, and innovation
that relate to HONS 205 course objective #3: Review new business concepts that
confront social, environmental and/or economic challenges at local, national and
international levels)

creation of a SF Learning Community (please specify other faculty involved)

continuation of a previously enhanced course (please specify which course,
and when and how often it has been taught to date)

List the relevant criteria from the STARS definition above

**Sustainability Literacy Related Course Objectives:**

**Goal No. 1 – Building Awareness:**
Assessed through a Sustainability Project with the following student learning outcomes:
1. Students can identify various elements of sustainability and the relationship between them
   (social, economic, environmental).
2. Students can identify key ways to apply the entrepreneurial mindset to be more eco-efficient in
   their personal life and on campus.

**Other Class Activities:**

**Equity:** Disability and Entrepreneurship: Models of Success- DEMOS Pitch competition, UN SDG 5: Achieve
gender equality and empower all women and girls pitch (Center for Entrepreneurship – Celebrating Women Entrepreneurs Summit)

**Corporate Social Responsibility:** ELLC Impact Scholars and ENACTUS projects

**The interface of social and economic equity; TBL – Guest Speaker: Stuart Williams**

5. **Course Title:** HONS 205 **Entrepreneurship Theory and Practice**

6. **Semester Offered (fall, spring, Maymester, Summer I):** Fall 2018

Signature of Faculty Member

Lance Affonso

Date: 12/14/2017

Signature of Department Chair/Program Director

[Signature]

Date: 12/15/17
7. Course Description (Please limit to 150 words), which will be used by the QEP Implementation Committee in reviewing proposals and if accepted, will be used to advertise the course online:

This course provides an introduction to theoretical and experiential issues in entrepreneurship including the language of entrepreneurship, creativity and innovation, lean startups, intrapreneurship, and learning from both successful and unsuccessful ventures. Readings, lectures, and live case discussions with entrepreneurs will be used to explore these and related issues.

8. Would you be willing to have REACH students in your course? _____ Yes ____ X 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/or the triple bottom line, where appropriate.

Students will have access to a Free Online Textbook: Sustainability, Innovation, and Entrepreneurship By Andrea Larson (PDF of entire textbook) The 4 new chapter readings related to sustainability which will be included this semester are:

- **Chapter 1: History** (download PDF: 2 MB)
  - Environmental Issues Become Visible and Regulated
  - Business Shifts Its Focus
  - Pressures on Companies Continue

- **Chapter 2: Sustainability Innovation in Business** (download PDF: 3 MB)
  - Energy and Materials: New Challenges in the First Decade of the Twenty-first Century and Limits to the Conventional Growth Model
  - Defining Sustainability Innovation

- **Chapter 3: Framing Sustainability Innovation and Entrepreneurship** (download PDF: 2 MB)
  - Evolutionary Adaptation
  - Paradigms and Mind-Set
  - Core Ideas and Metaconcepts
  - Practical Frameworks and Tools

- **Chapter 4: Entrepreneurship and Sustainability Innovation Analysis** (download PDF: 276 KB)
  - Entrepreneurial Process
  - Systems Thinking
  - Molecular Thinking
  - Weak Ties
  - Adaptive Collaboration through Value-Added Networks
  - Radical Incrementalism