

# Climate Change in the CURRICULUM:

## *Where Are We? Where Do We Go?*

All Faculty Event

**Friday, February 15, 2013**

Holloway Hall, Great Hall

**2 p.m.:** Presentation and discussion of results from the All Faculty Survey on Climate Change in the Curriculum

Discussion continues over beer, wine and refreshments in the Social Room.



*Bring your ideas.*

*Shape our future.*

*All faculty are encouraged to participate in this important dialogue.*



# Climate Change in the Curriculum:

Where are we?  
Where are we going?

Sponsored by the Fulton School of Liberal Arts, the Henson School  
of Science and Technology and the Fulton Sustainability  
Committee

Special thanks to the planning committee:  
Shawn McEntee, Sarah Surak, & Marion Duval

# 2011 Maryland--Delaware Climate Change Education Summit

<http://www.madeclear.org/summit>



## Statement of the Maryland-Delaware Climate Change Education Summit

The National Academy of Sciences has concluded: "Climate change is occurring, is very likely caused primarily by the emission of greenhouse gases from human activities, and poses significant risks for a range of human and natural systems." The Academy further notes: "The environmental, economic, and humanitarian risks posed by climate change indicate a pressing need for substantial action to limit the magnitude of climate change and to prepare for adapting to its impacts."

The states of Maryland and Delaware are taking action to do just that by limiting greenhouse gas emissions, fostering the development of renewable energy, and facilitating adaptation. Education of our citizenry about the causes and consequences of climate change and the behavioral, economic, and political choices that lie ahead must be a critical component of these efforts that necessarily will continue over the lifetimes of all of us. In addition, our educational

institutions must prepare a workforce capable of advancing scientific understanding and contributing to the transition in 2011 and beyond. Maryland a

Climate change education in our school systems should be fully and intentionally integrated with Race-to-the-Top, the Maryland Environmental Literacy curriculum and STEM initiatives rather than be seen as an additional requirement. It should be prepared to take advantage of opportunity that the new Science

1. Climate Education Standards will bring in 2012. Climate change provides diverse and accessible insights to basic principles that enhance the learning of science, mathematics, and social sciences.

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cially  
for class use.

text of

- SU Mission Statement:



- “Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.”

# Climate Change in the Curriculum:

Where are we?

Where are we going?

## All Faculty Survey

Survey Co-Investigators:

Karl Maier, Ph.D. Psychology

Shawn McEntee, Ph.D. Sociology

# Results

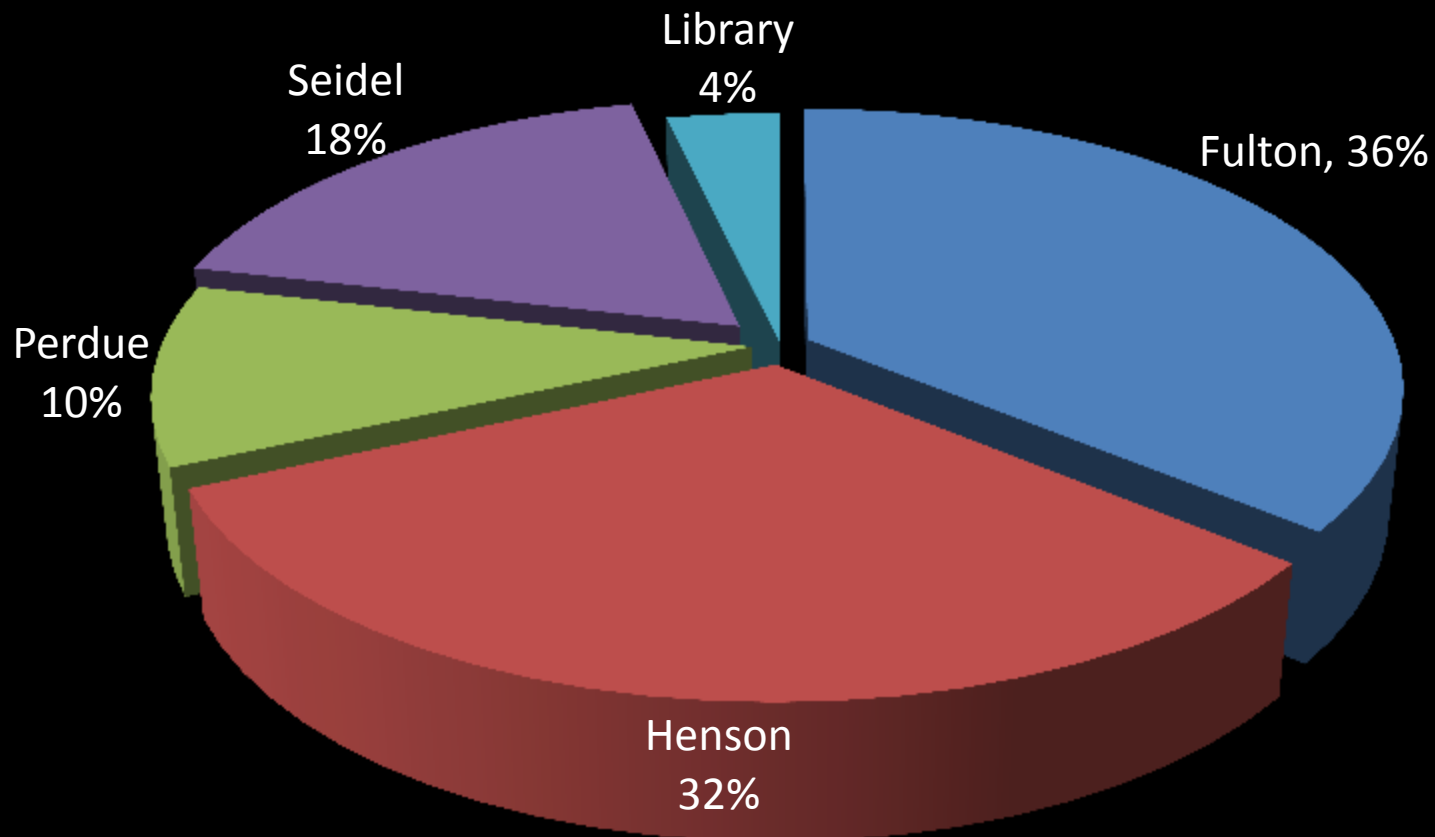
## -Sample Characteristics-

- 192 responses (*27 – 48% response rate; 404-684 FT & PT faculty*)
- Mean age: 49 yrs (*SD = 10.99*)
- 50% female; 94% White; 3% African-American

# Results

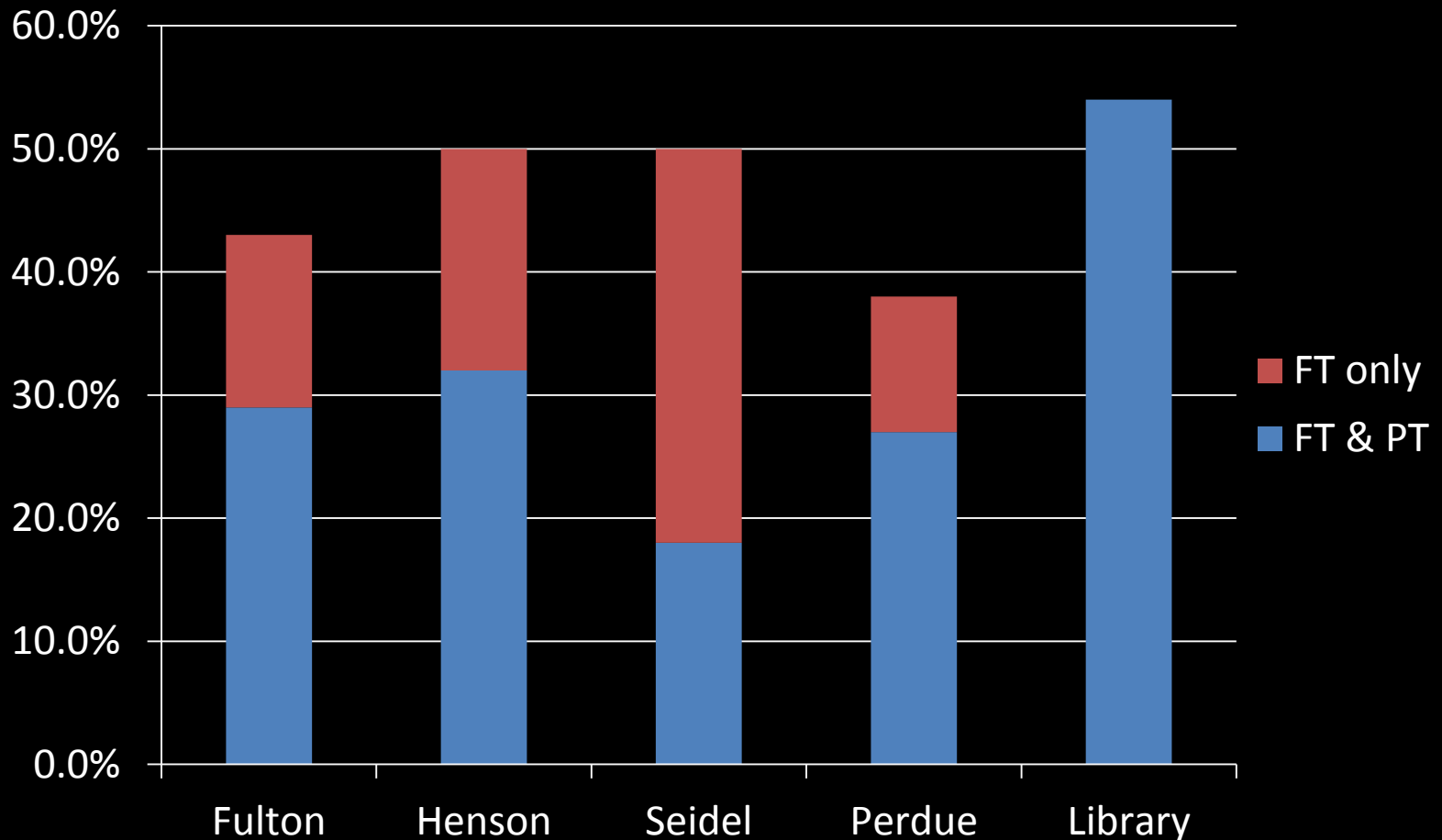
-Sample Characteristics-

Survey Response by School



# % of Faculty Responding by School

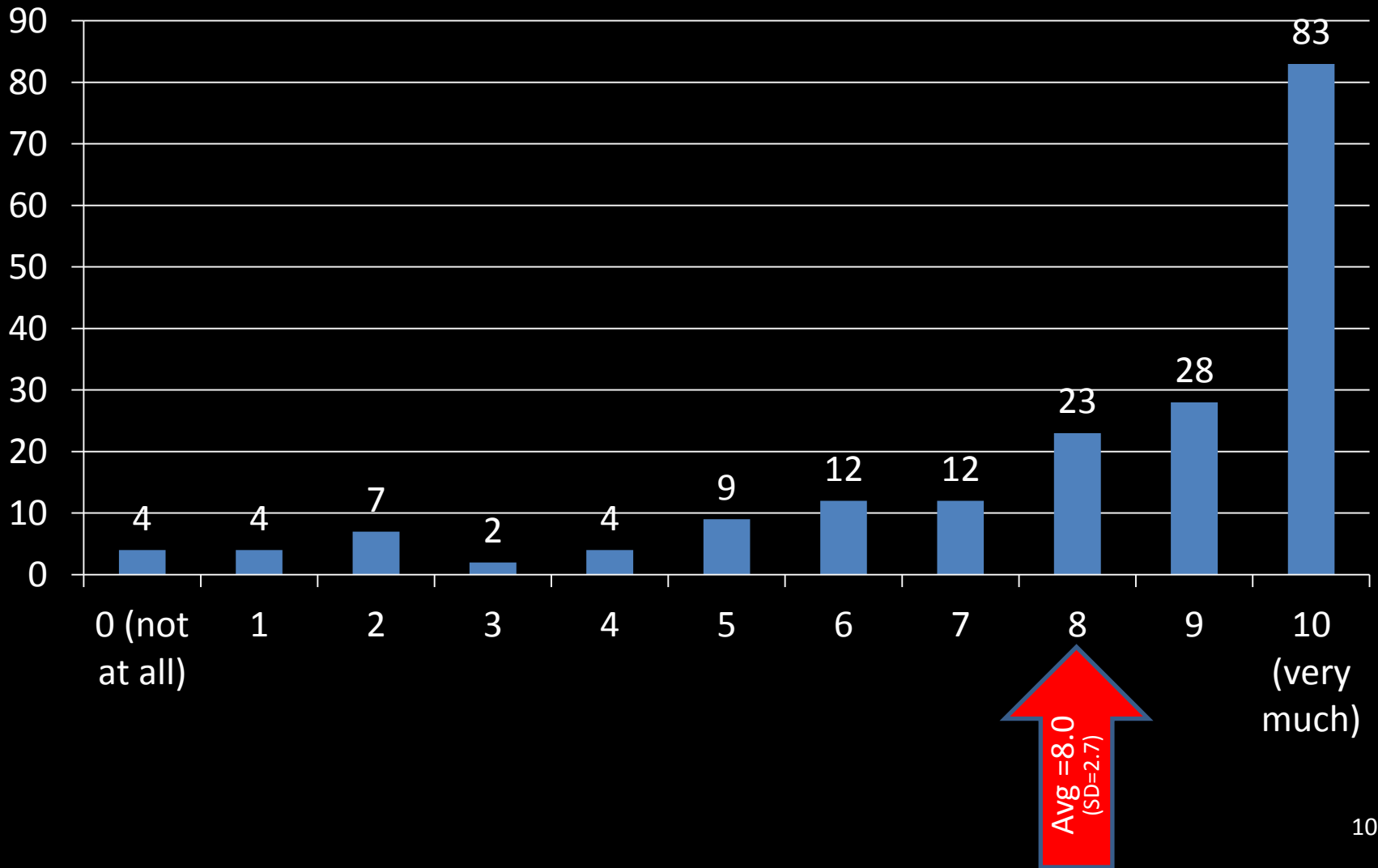
All departments responded



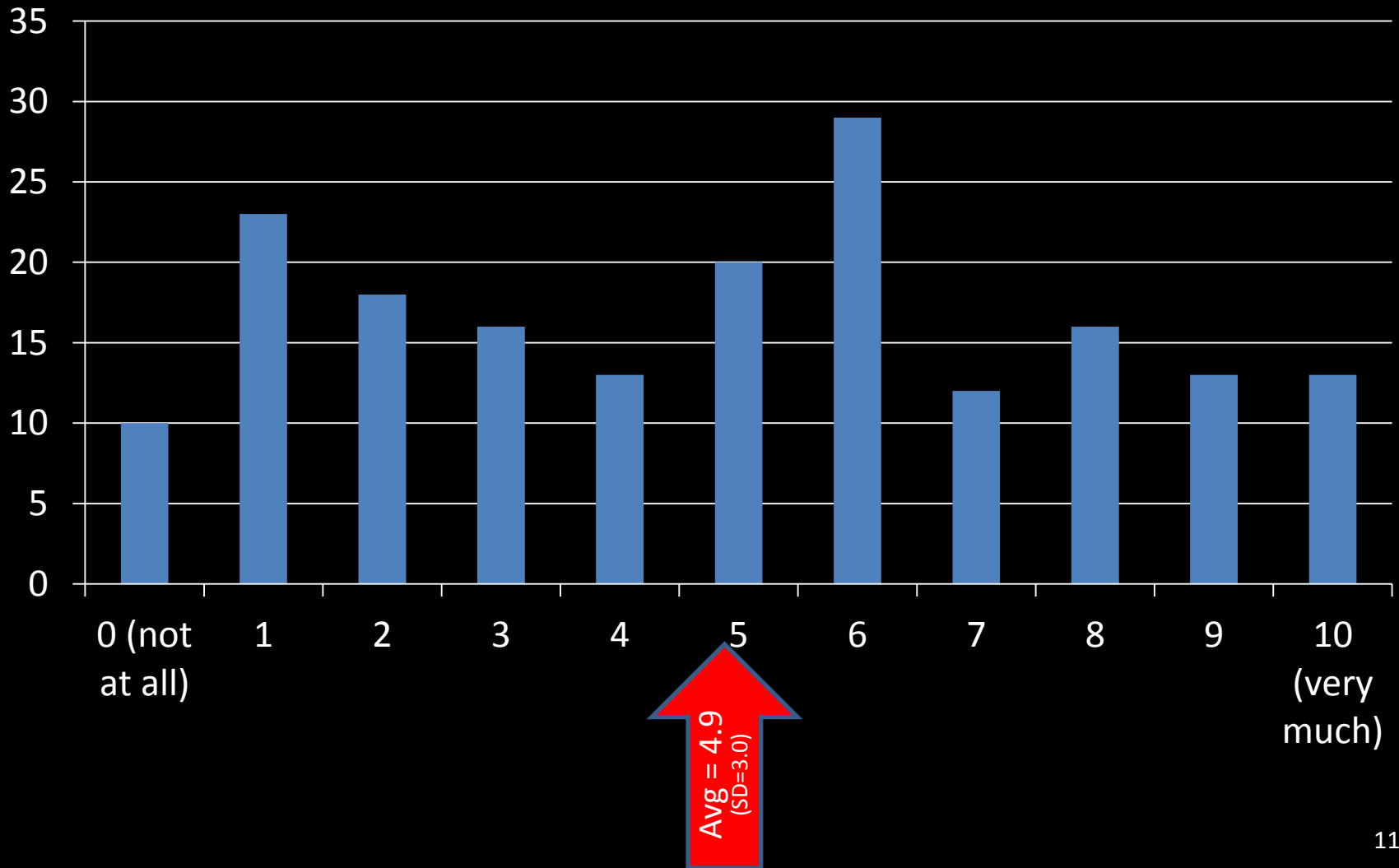


# Faculty Views on Climate Change

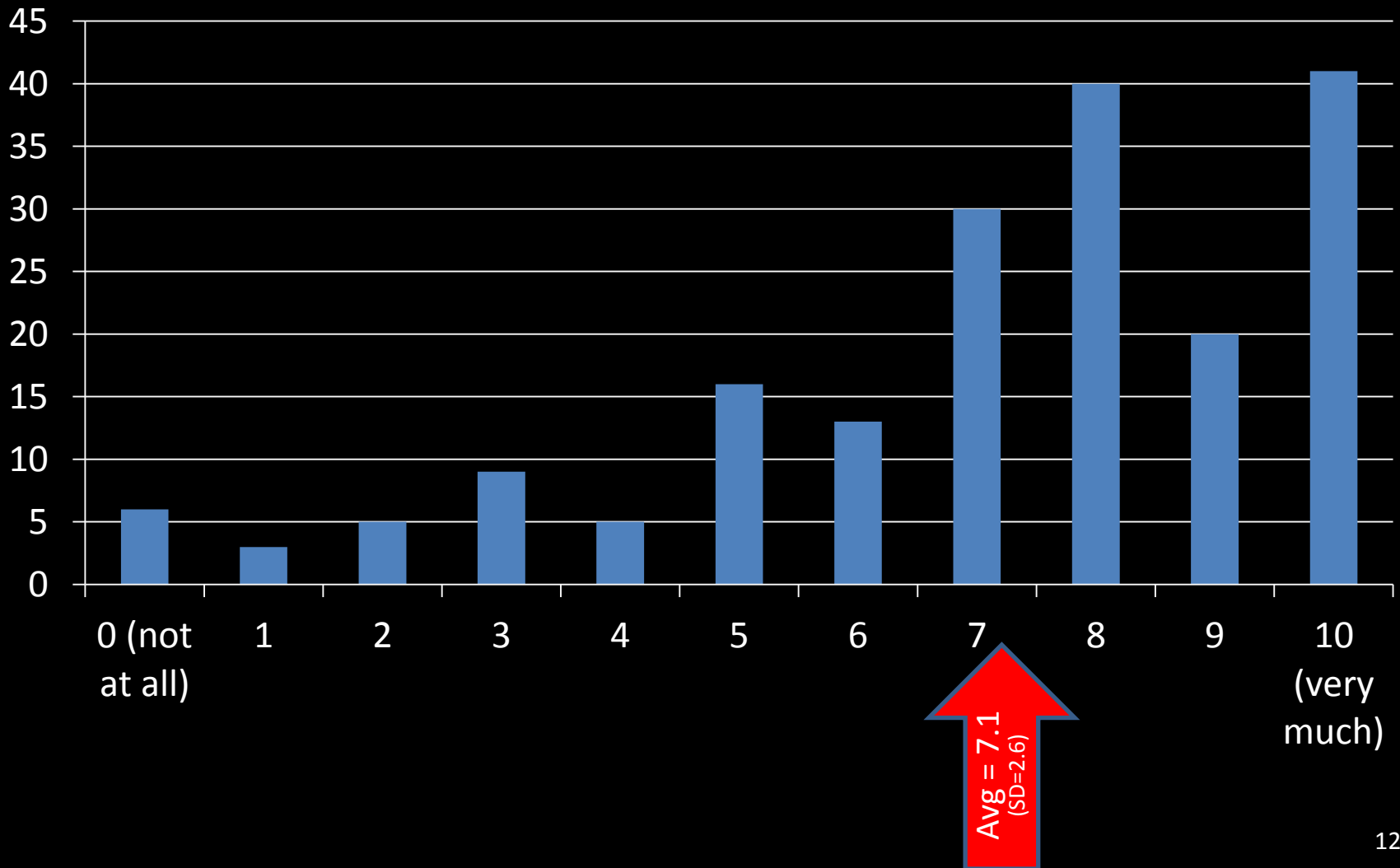
# Do you think climate change is or will soon be occurring?



# How frequently do you think about climate change issues on most days?

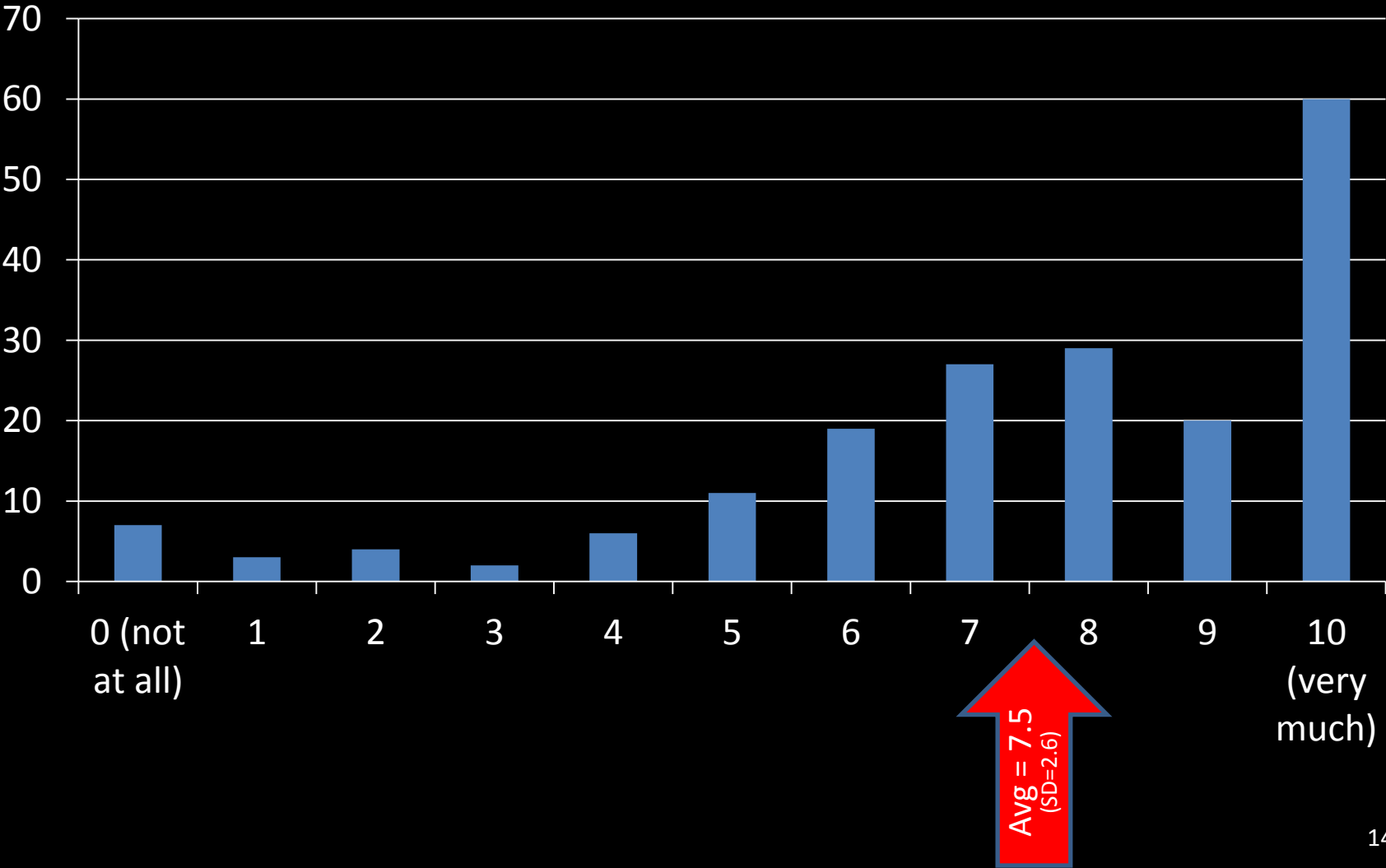


# To what extent do you think climate change will impact (broadly defined) human civilization over the next 10 years?

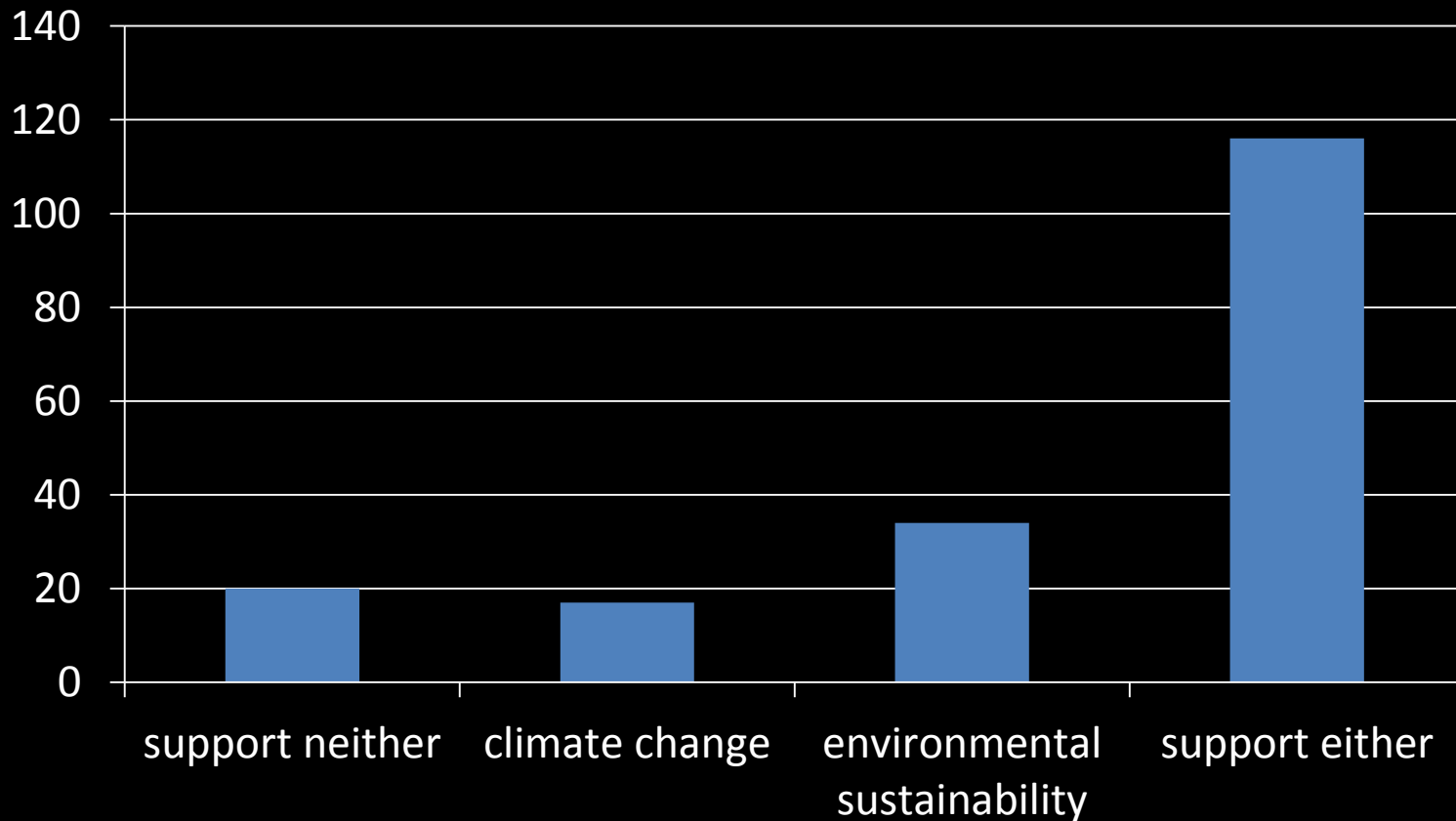


# Faculty Views on Climate Change in the Curriculum

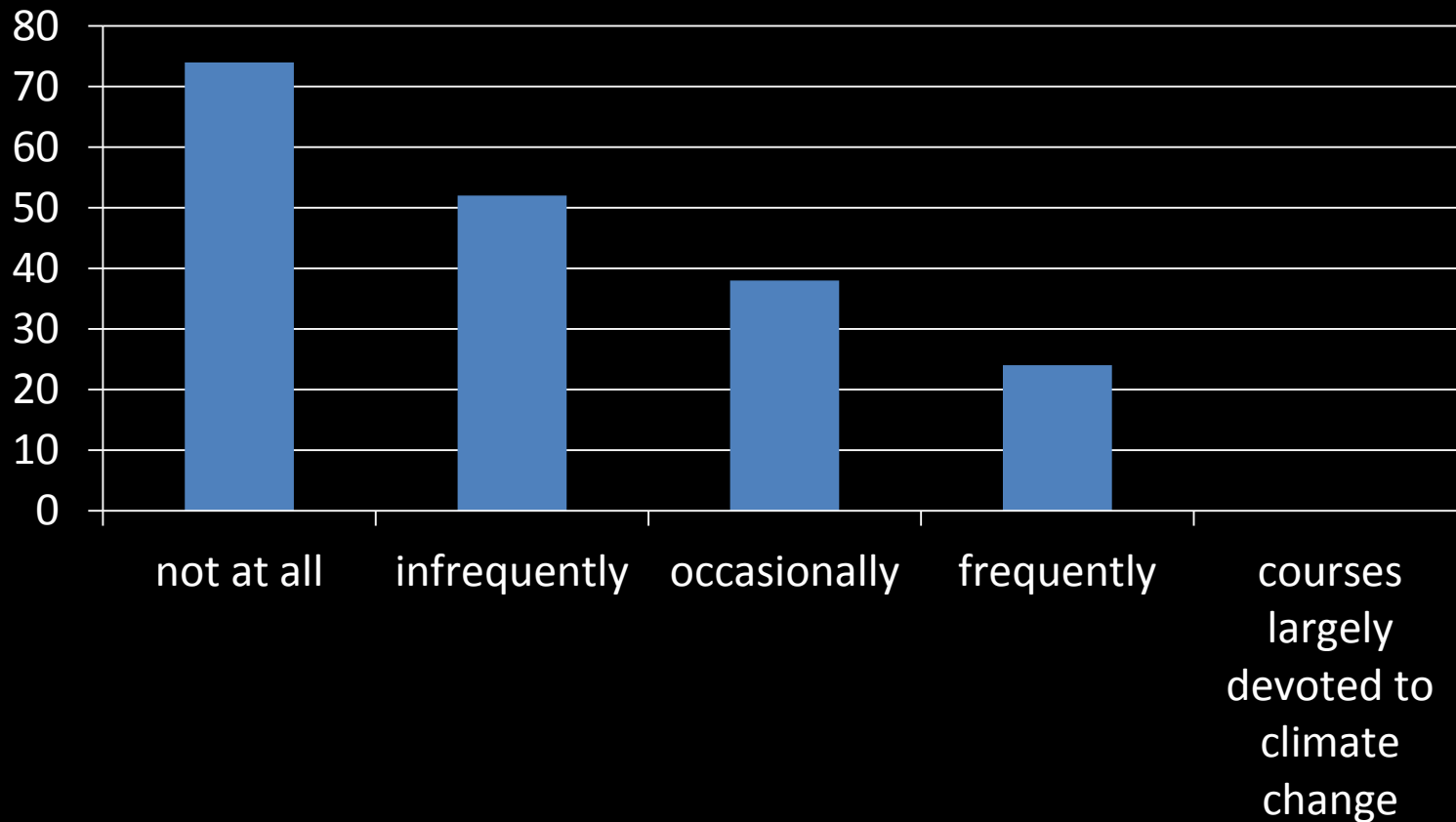
# Should students gain literacy on the topic of climate change as part of their education at SU?



Would you support allowing *some* sections of *some* General Education courses to be designated by interested faculty as focused on either climate change or environmental sustainability issues as a vehicle for instruction, so that interested students could seek them out?

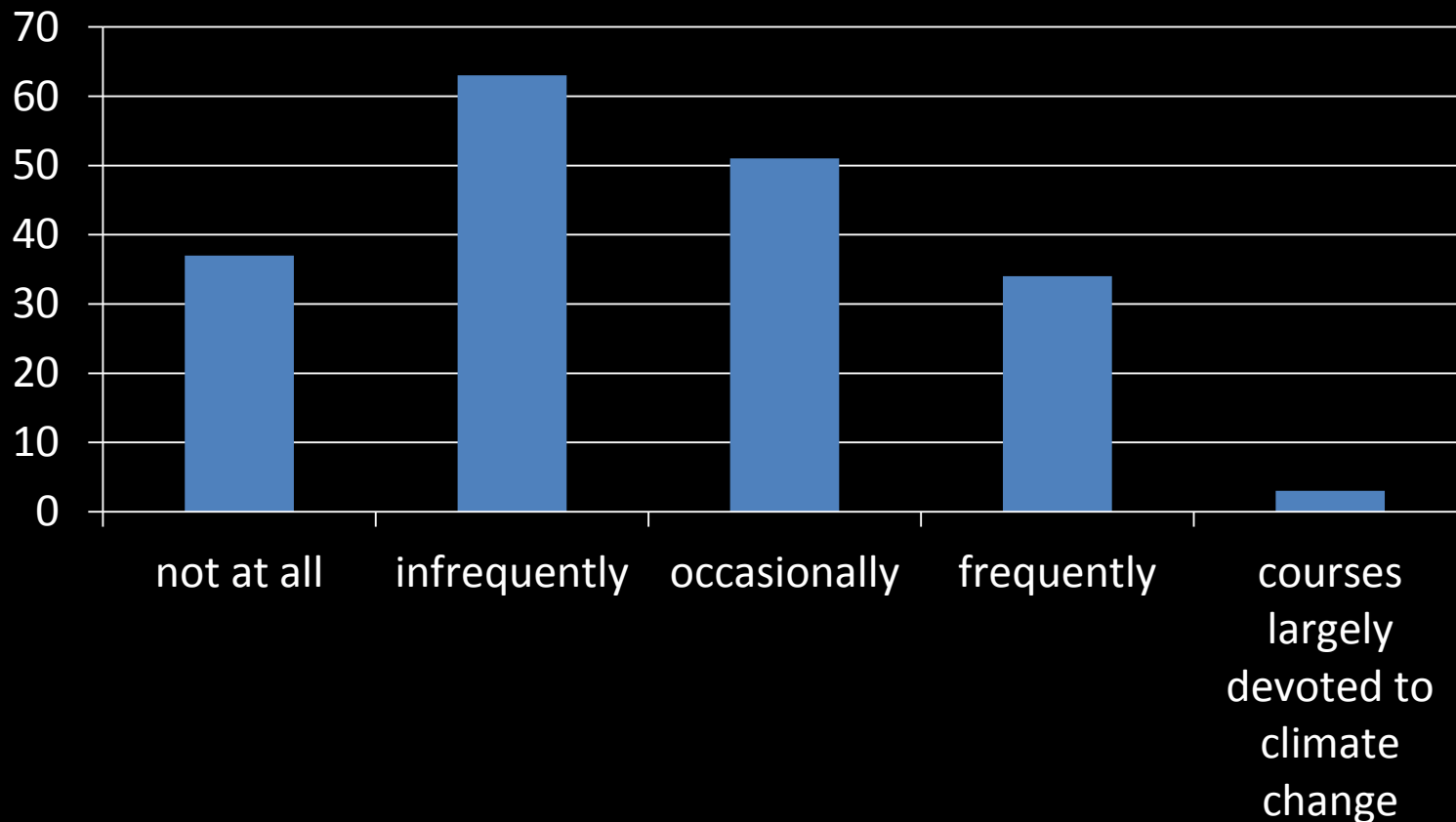


To what extent have you devoted instructional time/resources to climate change in one or more of your courses so far here at SU (e.g., lecture, discussion, assignments, examples, etc.)?

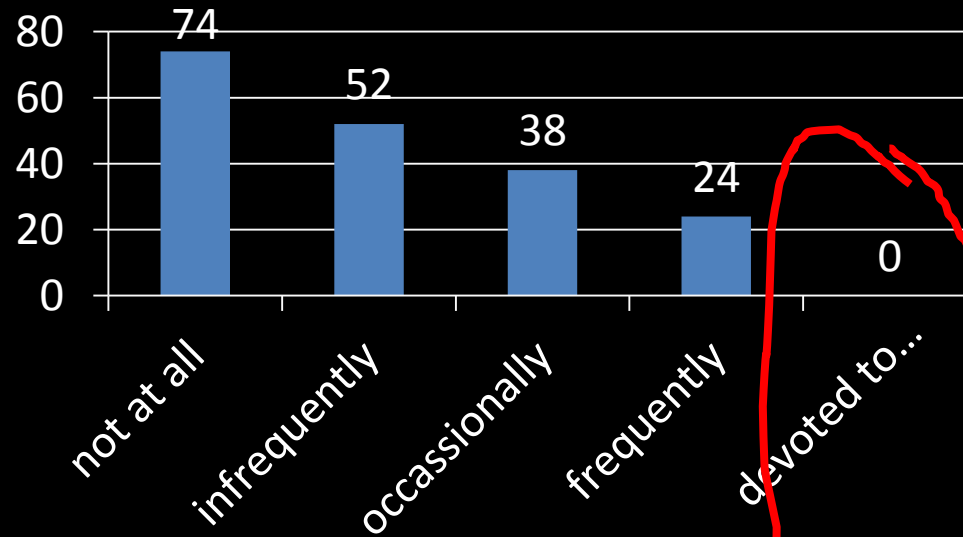




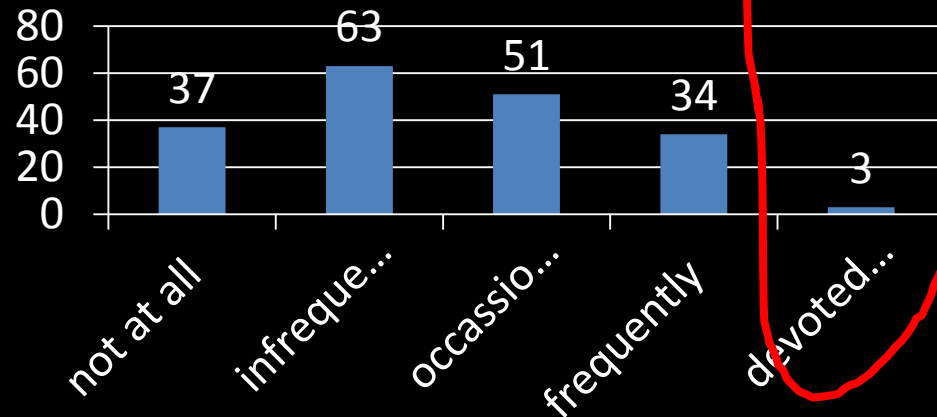
Which of the following best describes the extent to which you might incorporate climate change issues into one or more of your *future* courses here at SU (e.g., lecture, discussion, assignments, examples, etc.)?



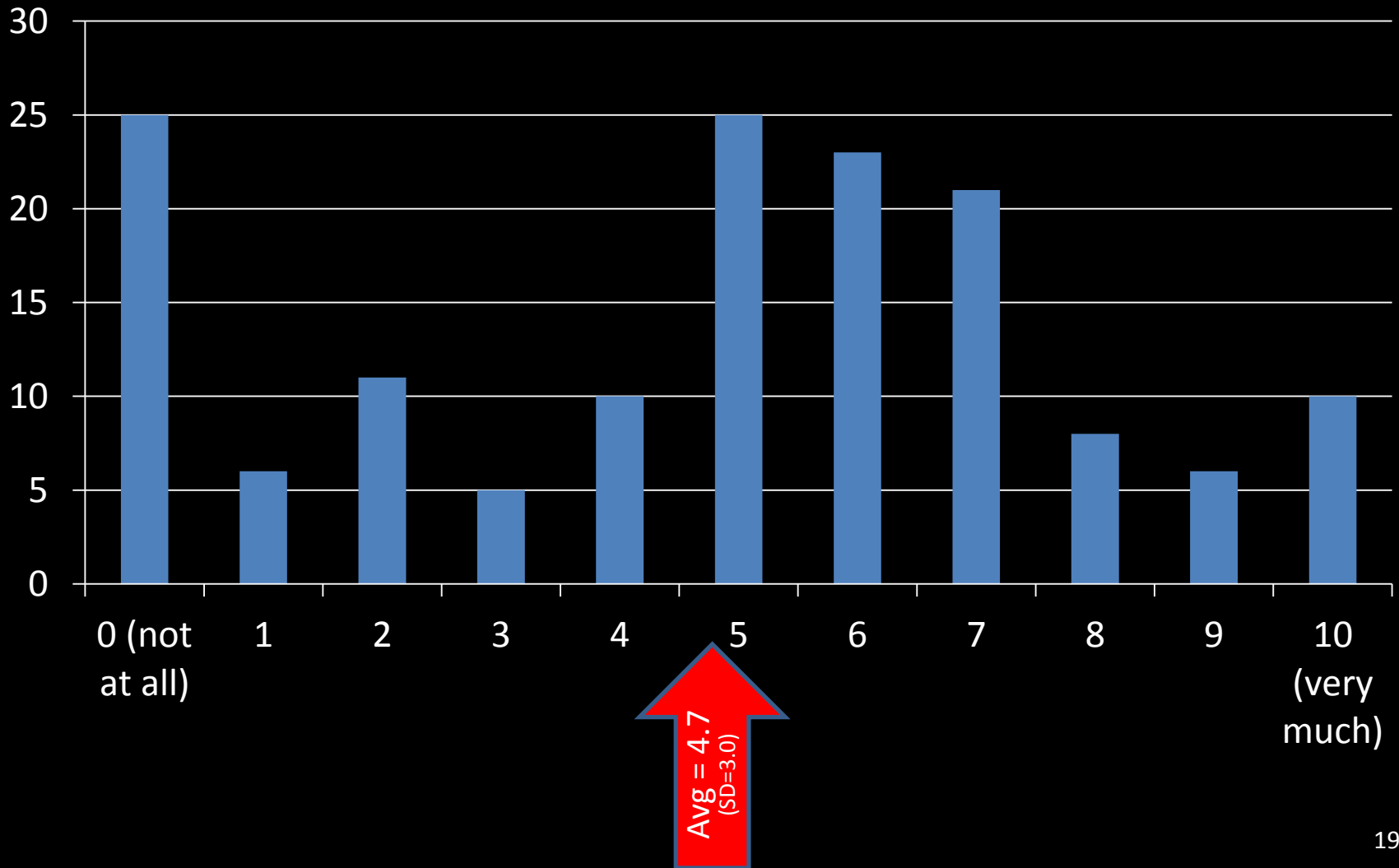
## Courses so far



## Future Courses

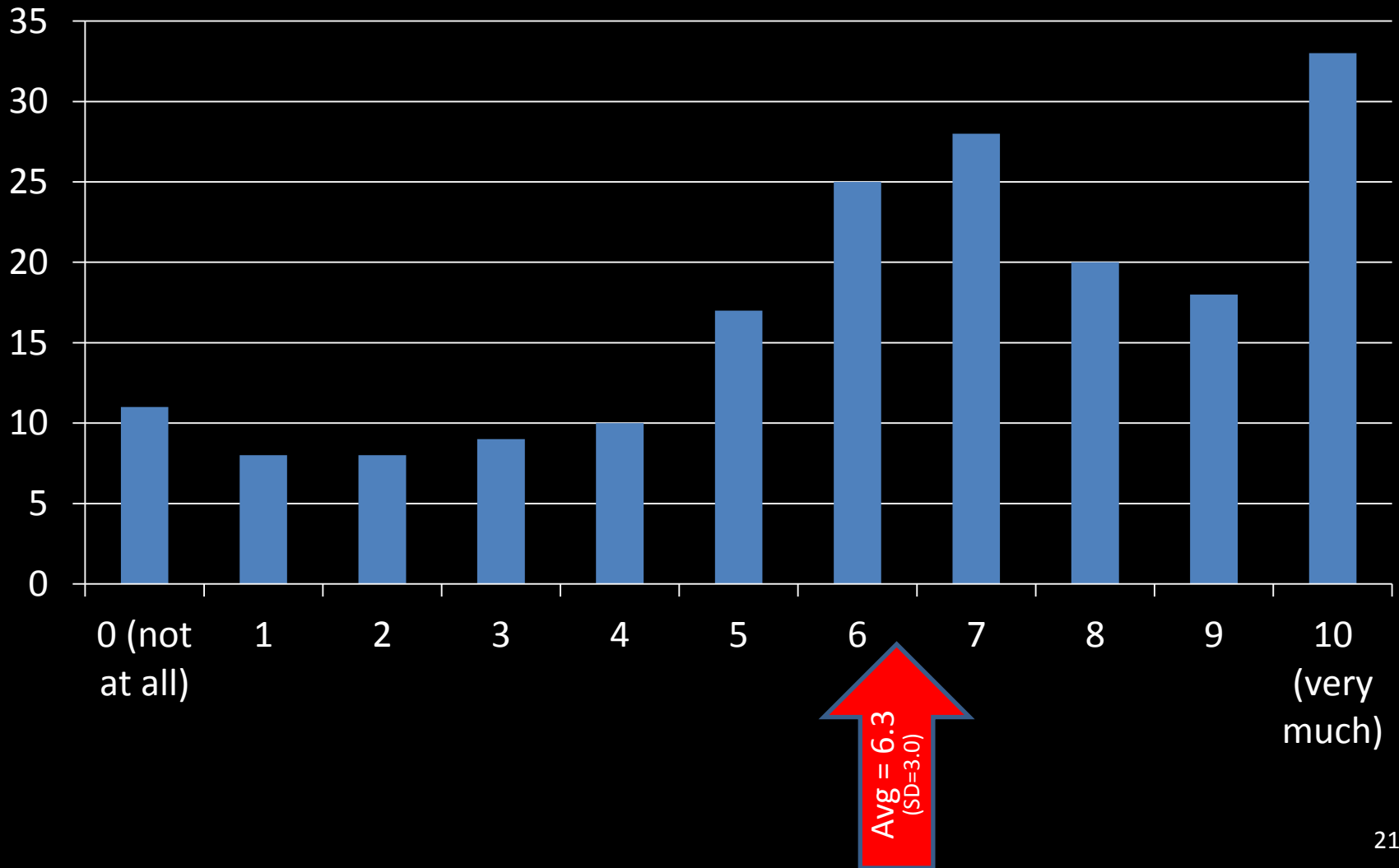


# To what extent has taking this survey has increased your overall interest in addressing climate change issues in the classroom?

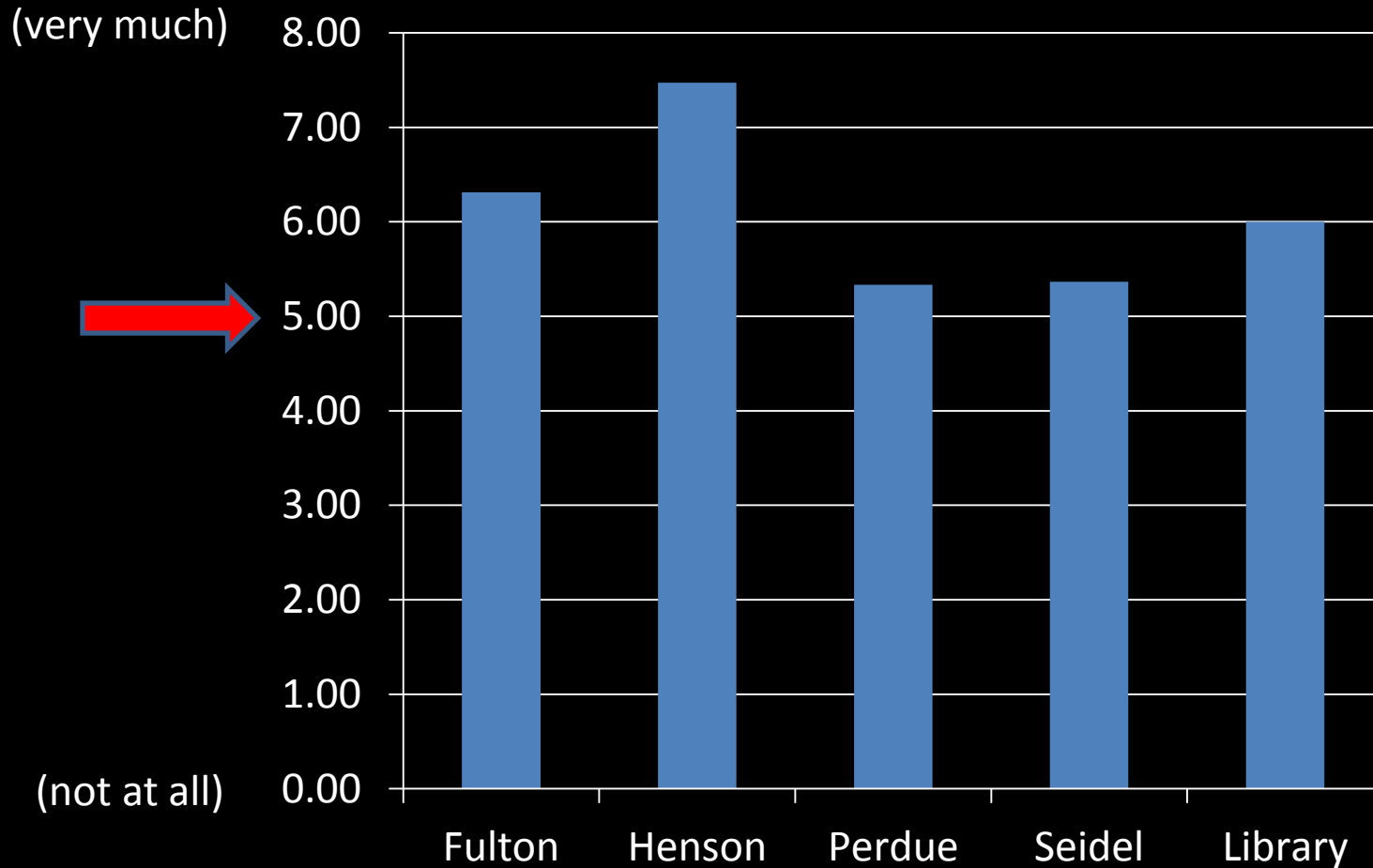


# How Equipped are We?

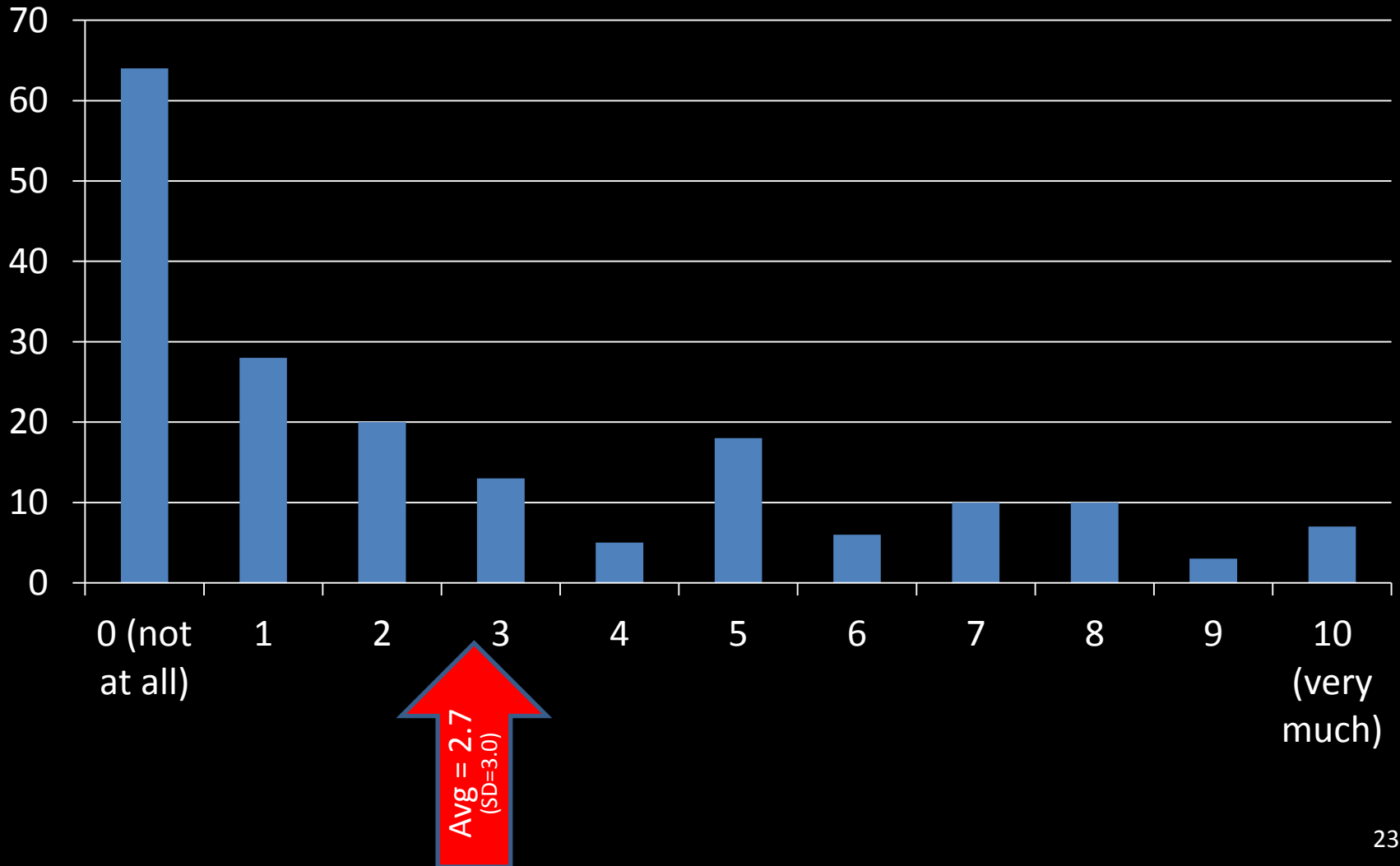
# What relevance does your academic/professional discipline have to the issue of climate change?



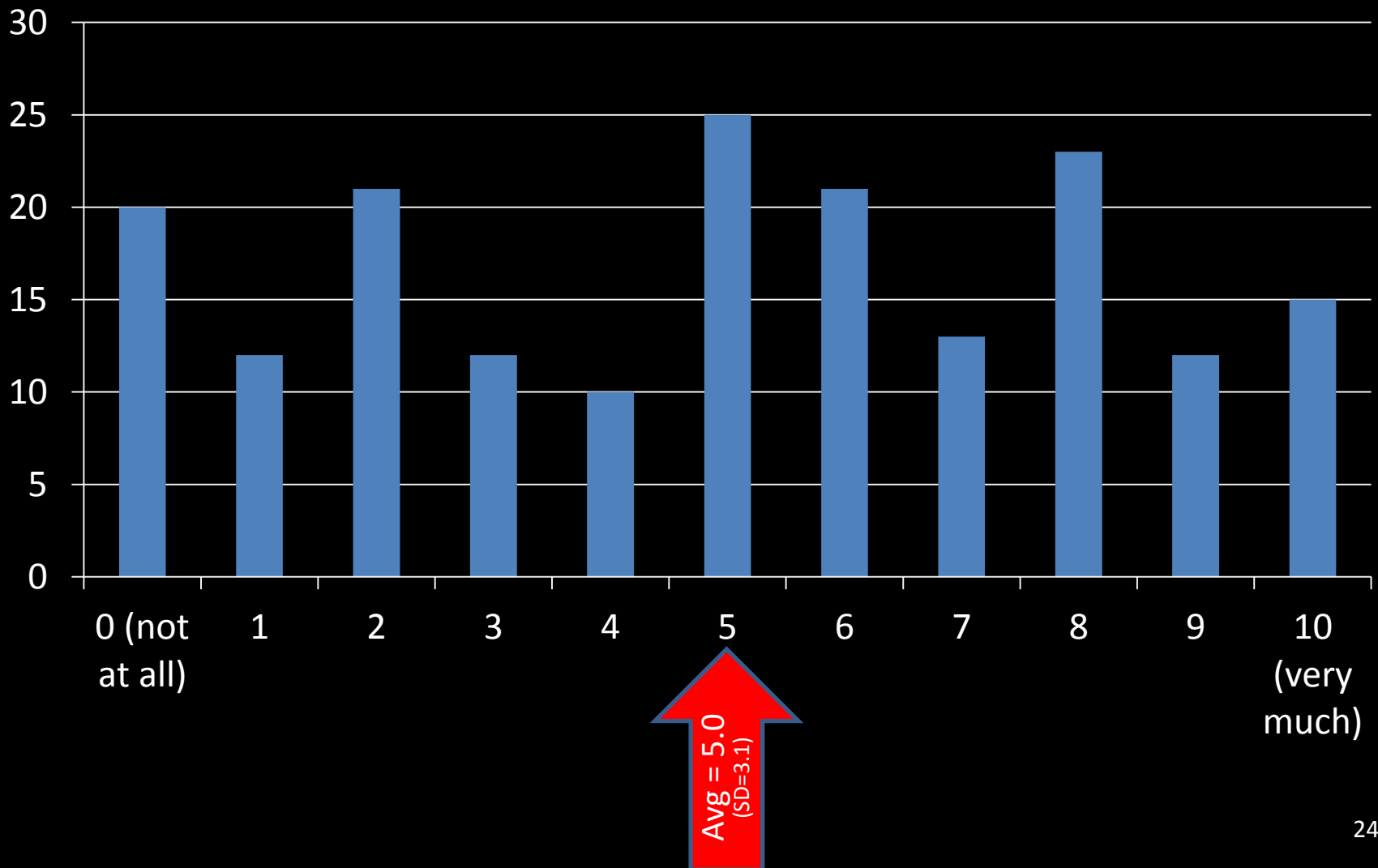
# Perceived Relevance by School



# To what extent is your academic/professional expertise in one or more aspects of climate change?

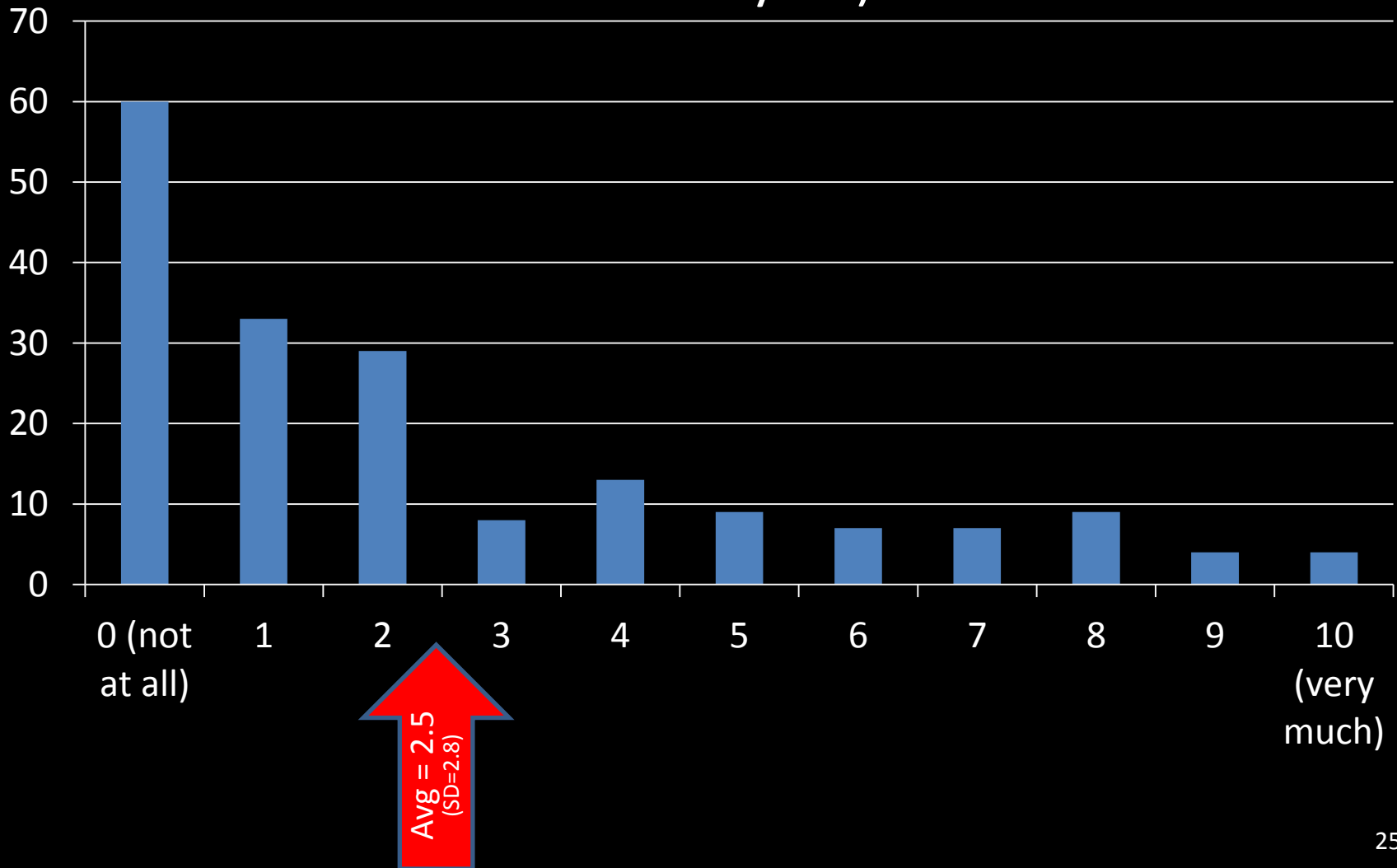


How familiar are you with the general conclusions of leading scientific panels (e.g., Intergovernmental Panel on Climate Change) on climate change?





How many individual scientific research studies about climate change are you familiar with (not conclusions of scientific panels or experts, but the primary research data and analyses)?



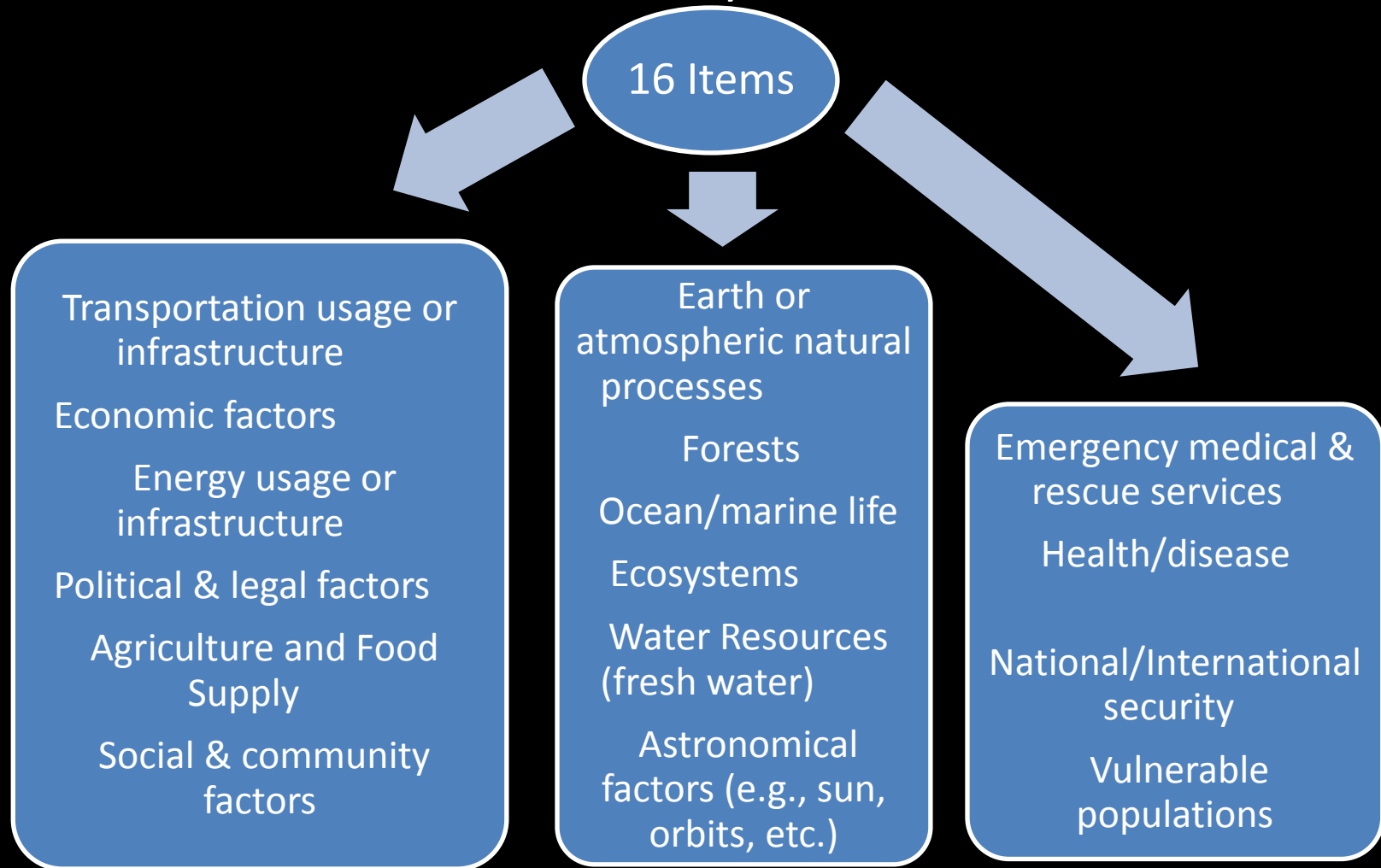
# Sectors/domains that may relate to the cause of climate change or that may be impacted by climate change

16 Items

- Agriculture and Food Supply
- Astronomical factors (e.g., sun, orbits, etc.)
- Earth or atmospheric natural processes
- Ecosystems
- Emergency medical & rescue services
- Energy usage or infrastructure
- Economic factors
- Forests
- Health/disease
- National/International security
- Ocean/marine life
- Political & legal factors
- Social & community factors
- Transportation usage or infrastructure
- Vulnerable populations (e.g., the poor, disadvantaged, young, old, or sick)
- Water Resources (fresh water)

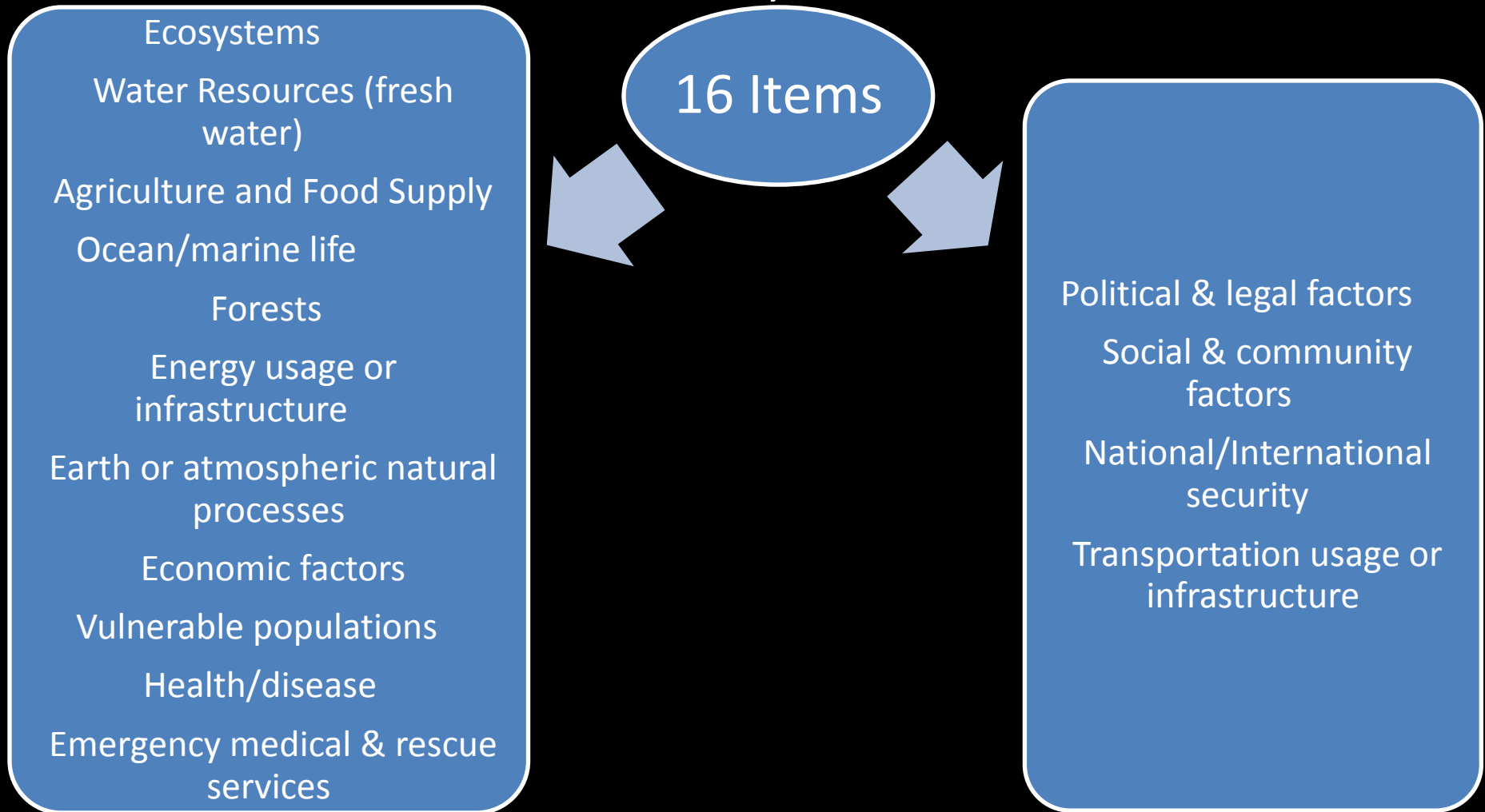
# Sectors/domains that may relate to the cause or prevention of climate change

-Factor Analysis Results-



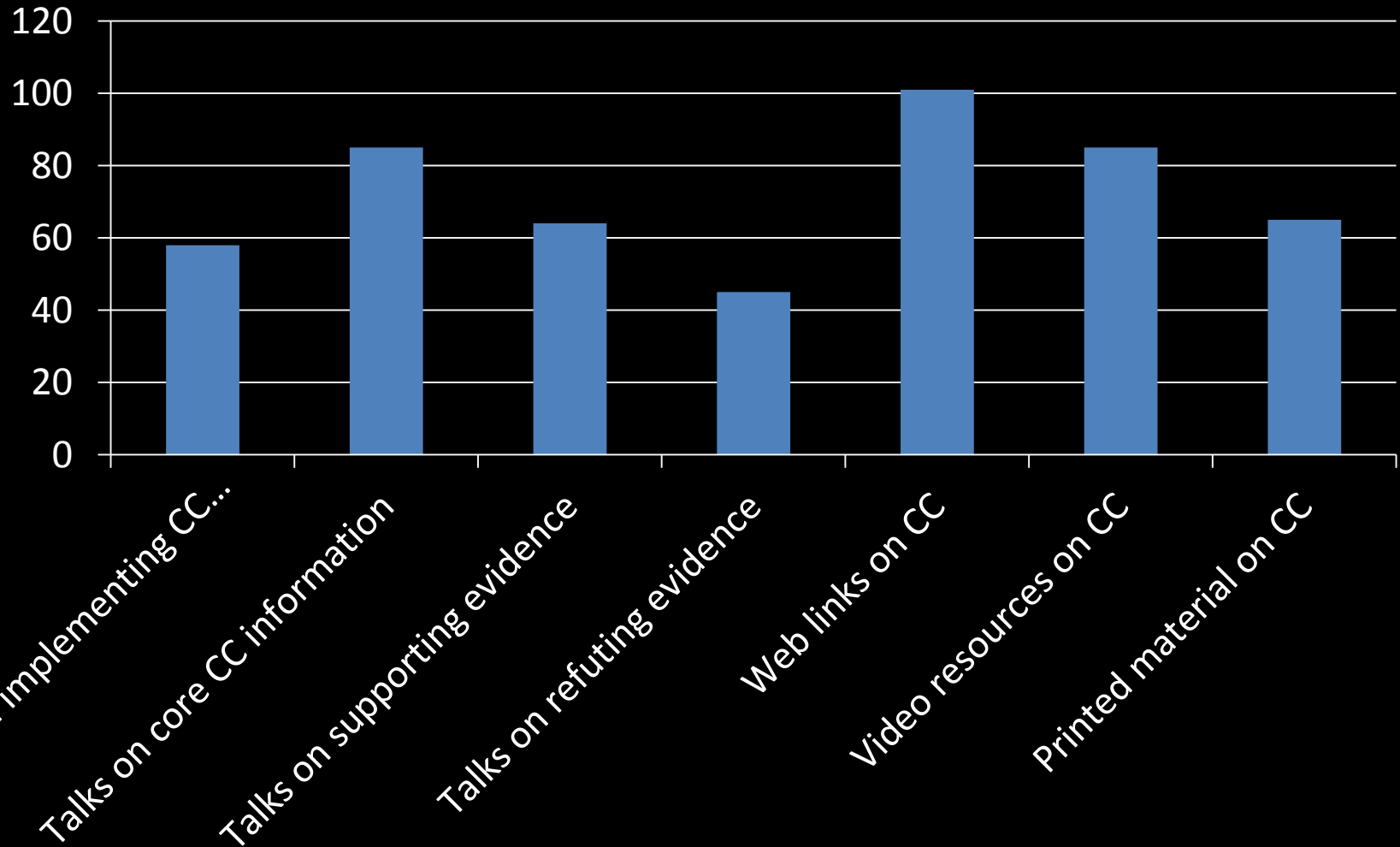
# Sectors/domains that may relate to the impact of climate change

-Factor Analysis Results-

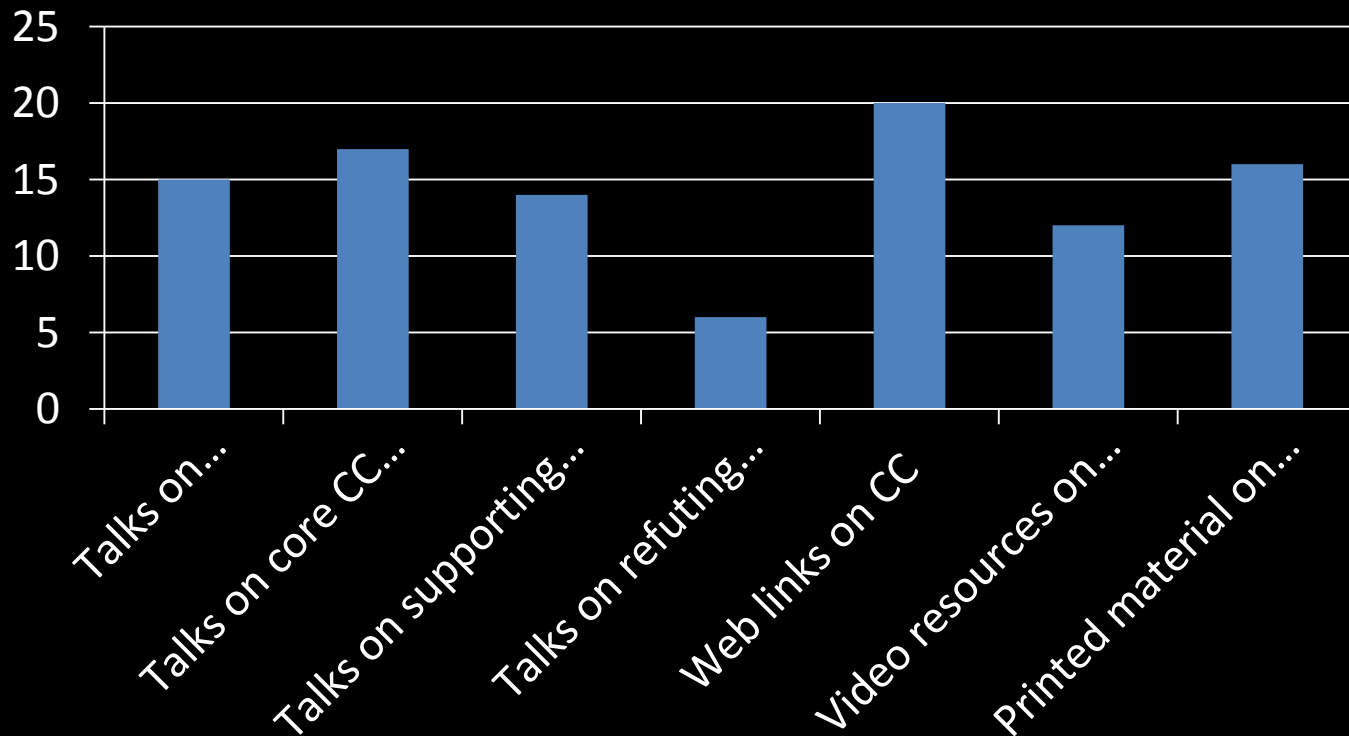


# Sharing Information

# If offered by the University, which of the following might you make use of?



Indicate if you are interested in contributing to any of the following resources to share with faculty



# Interest in using and sharing materials/resources

## -Summary-

- 146 out of 192 faculty would make use of climate change instructional materials
  - Average number requested = 3.4 (SD=1.9)
  - Mode = 1
- 44 out of 192 faculty expressed interest in sharing climate change instructional materials
  - Average number requested = 2.3 (SD=1.7)
  - Mode = 1



# Climate Change in the Curriculum:

Where are we?  
Where are we going?

- **Classroom Didactics**: What are your experiences with climate change in the classroom?
- **Psycho-Social Considerations of Students**: Given the scale of the problem, how do we empower students to deal with climate change without overwhelming them?
- **Fostering a Culture of Climate Change Awareness**: How might we support student and faculty awareness, understanding, and action related to climate change outside the classroom?
- **Moving Forward**: How might SU move forward in teaching students across disciplines about climate change? What are our options?
- **Meeting our needs**: What resources and support would be helpful in moving forward?

**Administration & Staff »**

**Arts & Culture »**

**For Faculty »**

**For Students »**

**Give Now »**

**Contact Information**

Fulton Hall  
Salisbury University  
1101 Camden Avenue  
Salisbury, Maryland 21801  
(410) 543-6450

## Sustainability Suggestions

This suggestion box is for general or specific comments that you wish to make to members of the Fulton Sustainability Committee. If you are commenting on the Friday, February 15th faculty social, Climate Change in the Curriculum: Where are we? Where do we go?, please identify your suggestion as such, and specify which area your comment best fits from the following topics:

- **Psycho-Social Considerations of Students**  
*Guiding Question:* Given the scale of the problem, how do we empower students to deal with climate change without overwhelming them?
- **Fostering a Culture of Climate Change Awareness**  
*Guiding Question:* How might we support student and faculty awareness, understanding, and action related to climate change outside the classroom?
- **Classroom Didactics**  
*Guiding Question:* What are your experiences with climate change in the classroom? Share your stories and questions!
- **Moving Forward**  
*Guiding Question:* How might SU move forward in teaching students across disciplines about climate change? What are our options?
- **Meeting our needs**  
*Guiding Question:* What resources and support would be helpful moving forward?

Please enter your sustainability suggestion below: (required, limited)