

Drexel Climate Goals Inventory

Dimension	Sample questions	Examples of learning goals
#1 Impact on academic field	<p>How is the work of my field affected by climate change?</p> <p>How is my field contributing to climate change, materially or conceptually?</p> <p>How is my field responding to climate change, materially or conceptually?</p> <p>How should my field be responding to climate change, materially or conceptually?</p> <p>Who are the voices in my field leading this conversation?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the impacts of global heating on human health outcomes in contemporary urban environments. • Rank the effectiveness of engineering solutions for mitigating water-level rise in Philadelphia neighborhoods based on a community-led understanding of current needs. • Appreciate the role of public art in raising climate change awareness. • Assess responses to the climate crisis in the field of _____ in light of their personal and collective values.
#2 Climate literacy	<p>Do my students understand the basic physical mechanisms and impacts of climate change?</p> <p>Do my students understand the social and psychological impacts of climate change?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use modelling software to predict local impacts of achieving/not achieving current climate targets. • Develop an informational brochure for grade school students struggling with climate anxiety.

	<p>Do my students understand how climate change amplifies existing social disparities and creates new ones?</p>	<ul style="list-style-type: none"> • Articulate the challenges of defining “climate refugees” as a legal category. • Create/curate narrative accounts of climate impacts on food security.
#3 Career/civic readiness	<p>Do my students understand how climate change is impacting future career paths in their chosen fields of study?</p> <p>Am I empowering my students to become agents of change/climate advocates in their future professional fields and civic life?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify career pathways where skills acquired in this course can be applied to developing community climate solutions. • Name examples of how current climate-related legislation in the state of Pennsylvania might determine their future professional lives/consumer choices. • Design materials for a “Divest from Fossil Fuels” campaign for Drexel University.
#4 Skill development	<p>Are my students gaining the problem-solving skills needed to tackle “wicked problems” like climate change?</p> <p>Are my students gaining the community-engagement skills (collaboration, active listening, cultural literacy, cultural humility) needed to</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Collaborate with peers to develop a financially viable carbon emission reduction plan for Drexel University. • Audit climate mitigation design proposals from the point of view of local community stakeholders.

	<p>meaningfully collaborate with community partners?</p> <p>Are my students developing an awareness of ecosystemic connections and the interdependence of human projects with the environments that sustain us and make our work possible?</p>	<ul style="list-style-type: none"> • Map out the history of the contemporary concept of Earth as “resource”. • Employ active listening skills to create climate-readiness needs inventories for family/community members.
<p>#5 Empowerment and capacity-building</p>	<p>Are my students taking ownership of their own learning?</p> <p>Are my students making meaningful connections between course material and their extra-academic lives and values?</p> <p>Are my students learning in holistic, embodied ways that activate their full capacities as environmentally-embedded human learners?</p> <p>Do my students feel empowered to use their learning to transform their academic and non-academic communities from within?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Articulate the environmental stakes of using Generative AI tools in their studies and develop proposals for a Drexel-wide <i>AI Environmental Ethics Guidelines</i> document. • Draw on one another’s academic and extra-academic knowledge to articulate connections between personal, collective, and political responses to climate change. • Reflect on the natural and social ecosystems that support their daily life as Drexel students. • Support one another in assessing and developing their collective action capacities.