Sustainability teaching @ ULB: Two approaches:

ULB Institutional Project :
sustainability-focus courses for all

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SD@Solvay: Integrating SD throughout the programme

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General facts

- Over 28 000 students
- 40 Bachelors - 151 Masters
- 14 Faculties and institutes
- 4 campuses
- About 8000 staff members

Sustainability Teaching (Sus-T) facts

- Specific masters
- Specific courses, usually at Ma. Level, optional
- Applied interdisciplinary projects with annual thematics

→ Lack of visibility

→ Lack of programme structuration and coordination

→ Not accessible to ALL students

Sustainability Teaching @ ULB

Vision
Any ULB student, from any discipline background, possesses
- an **interdisciplinary and holistic** understanding of sustainability challenges.
- the **skills** and **abilities** to **act** and **solve** these challenges (systemic, critical, reflexive, anticipative, collaborative, creative, …thinking).

2023

Holistic and interdisciplinary knowledge, know-how and soft skills approach through:

1. Transversal lectures (Ba):
- Interdisciplinary and systemic knowledge of sustainability challenges and related areas
- Multi-teachers + innovative pedago. tools.
- Available in 3 configurations (Social and Humanities/ Health and Life / Natural and tech. Sciences)

2. Interdisciplinary applied projects (Ma) …

3. on Living lab-campuses as learning space allowing to solve concrete questions from 'real' actors (**ULB-Sustainability Network**)

Incl.
- **'Teach the teacher' trainings**
- ULB Sustainability **chair**
- **Inventory and visbility of Sus. course**

➢ Structuration and development of ULB-**Campuses as living labs**
➢ **Funding** programme for transdispinary R&T projects
➢ **Perpetuation** and evolution

➢ ULB sustainability **operational definition**
➢ **Supporting and reinforcing** faculty and isolated Sus-T initiatives
➢ **Academic interfaculty committee** to conceive methods and content of Sus-T@ULB
➢ Structuration and development of **inter- and transdisciplinary connexions** (btw. faculties, Research&Teaching, and with concrete needs of operational actors of the campus and the city)

2017

✓ **State of the art** and best practices of Sus-T
➢ **Current situation**:
- Self-assessment (is my course sus.-focused/related?)
- Inventory of courses, programmes and innovative learning spaces and tools
➢ **Strategical options** for sus-T @ ULB

Sustainable Development @ Solvay

- *Structurally and transversally develop SD content within SBS-EM courses and programmes*
  - → *Support professors willing to go ahead*
- Part 1: Self-assessment survey
  - Survey of SBS-EM professors
  - Analysis of Master thesis titles
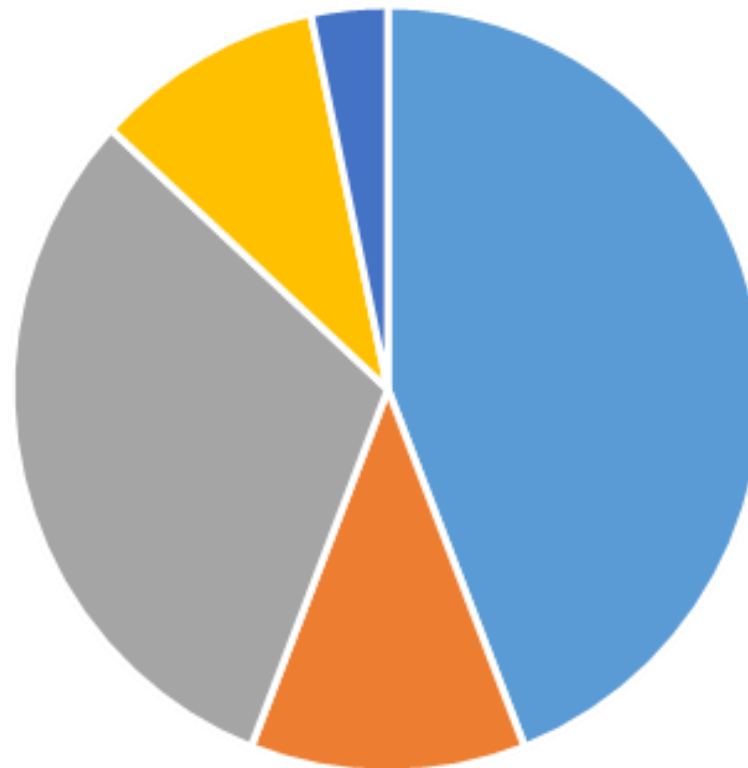 - Focus groups
  - Student Survey

To what extent does your course deal with aspects related to SD?

Currently, about 10-14% of courses deal significantly with SD.

Idem for Master thesis

'Not relevant' = main reason mentioned for not addressing SD + 'Time' + 'Peda. material'

But, most prof. interested in follow-up

■ Never ■ Rarely (<5%) ■ Sporadically (5 - 30%) ■ Regularly (30-70%) ■ Systematically

Sustainable Development @ Solvay

- Part 2 (ongoing): course pilots
  - Diverse fields: economics, marketing, accounting, physics, psychology, supply chains mgt
  - Diverse approaches: development of specific teaching material, change in structure of course, increase in SD coverage, external speakers
- Part 3 (ongoing): benchmarking wrt key partners and leaders
- Next: Creation of SD 'Parcours' implying increased coordination to highlight links btw courses

Current conclusions

- Need of **operational** *sustainability definition*
- **Compatibility** of sus-T *approaches* (e.g. btw 'sust. courses' and 'sust. integration within programme')
- Preferably **adaptable** approaches (not 'one fits all')
- **Synergies** btw. Inst., faculty and teachers' initiatives
- *Support and reinforce **existing** sus-T dynamics*
- **Balance** between *leadership* & wide *ownership* from academics