Tania Anders hosts A SUSTAINABLE CAMPUS: Turning a New LEAF On Sustainability Episode 117

Speaker 1:

I'm actually revamped my whole course to really embed sustainability as a theme throughout my course and through each week. So it's provided my course with a purposeful framework upon which I can deliver the content. And I think that students can relate to the material a lot better now.

Christina Barsi:

Hi, I'm Christina Barsi.

Sun Ezzell:

And I'm Sun Ezzell and you're listening to the Magic Mountie podcast.

Christina Barsi:

Our mission is to find ways to keep your ear to the ground, so to speak. By bringing to you the activities and events, you may not have time to attend. The resources on campus you might want to know more about. The interesting things your colleagues are creating. And the many ways we can continue to better help and guide our students.

Sun Ezzell:

We bring to you the voices of Mt. SAC from the classroom to completion.

Speaker 2:

I know I want to achieve my goals, and I know people here are going to help me to do it.

Speaker 3:

She is a sociology major and she's transferring to Cal Poly Pomona! Psychology major, English major-

Sun Ezzell:

From transforming part-time into full-time.

Speaker 4:

I really like the time that we spent with Julie about how to write a CV and cover letter.

Christina Barsi:

Or just finding time to soak in the campus.

Speaker 5:

Think of the natural environment around us as a library.

Christina Barsi:

We want to keep you informed and connect it to all things Mt. SAC. But most importantly, we want to keep you connected with each other. I'm Christina Barsi Mt. SAC alumni, and producer of this podcast.

Sun Ezzell:

And I'm Sun Ezzell, Learning Assistance Faculty and Professional Learning Academy Coordinator.

Christina Barsi:

And this is the Magic Mountie podcast.

Christina Barsi:

Sustainability efforts has much more to it than what meets the eye. And the new LEAF course developed for faculty at Mt. SAC does a stellar job at encompassing methods that apply to basically every area of our lives. And of course, our courses, professor Beta Meyer of the biological science department, geography professor Daphna Golden of the geography and political science department, Jaishri Mehta of the computer information system in the business division and Mark Boryta of the earth sciences and astronomy department share their experience, what they've learned and how they're embedding sustainability in their respective curriculum with Tania Anders. Let's dive in.

Tania Anders:

Welcome back to the Magic Mountie podcast mini series focused on Mt. San Antonio College and sustainability. My name is Tania Anders, host of this miniseries and our campuses sustainability coordinator. Today's episode focuses on the new professional development opportunity for faculty that is all about embedding sustainability into the curriculum. Over winter, our first cohort of faculty completed this five week long training during which they learn more about sustainability in general, sustainability at Mt. SAC, including the climate action plan, which we introduced in podcast number 106 of the Magic Mountie podcast series.

Tania Anders:

Tools and resources available to teach about sustainability. Developed our own teaching material and are currently embedding this material into their courses. This will be our first group of faculty on campus to earn LEAF course designation for their courses. Students who enroll in courses with the LEAF symbol will be introduced to and learn more about sustainability and how it relates to the subject area covered in the course. I am excited to be joined today by Beta Meyer, Daphna Golden, Jaishri Mehta and Mark Boryta who are among our first faculty to earn a LEAF for their courses. Congratulations guys. And thank you for joining me today. So first off, could you please be so kind and briefly introduce yourselves to our listeners, including which subject areas you teach and we'll start with Jaishri .

Jaishri Mehta:

My name is Jaishri Mehta. I am in the computer information systems in the business division. I teach programming classes, I build curriculum inside the security and any other computer related classes have been here at Mt. SAC for 20 years. So I suppose I teach everything under the sun.

Tania Anders:

Wonderful. Thank you so much. Daphna.

Daphna Golden:

Hi, my name is Daphna Golden. I teach geography in the geography and political science department, and I focus on teaching physical geography and geographic information systems.

Tania Anders:

Thank you. Beta.

Beta Meyer:

Hi, my name is Beta Meyer and I'm in the biological sciences department for the last 20 plus years. So I've taught a lot of biology courses, but the ones that I was thinking about bringing a sustainability impact into were not the standard environmental ecology, recycling renewal courses. It's the courses that I teach for pre health majors. So anatomy, physiology, development and even cell in molecular biology. So there's components of sustainability that really drew me to those courses. And I'd like for people to realize that a lot of the courses we teach have sustainability components to them.

Tania Anders:

Thank you. And last but not least Mark.

Mark Boryta :

Hi, I'm Mark Boryta. I teach in earth sciences and astronomy. And I got to say, in answer to Jaishri's comment about teaching everything under the sun. I teach some classes that are actually beyond on the other side of the sun in the astronomy department. I grew up in Massachusetts. I've been here for 20 years and I grew up in Massachusetts and I was instilled early in me the model that's very common to New Englanders 'Waste not, want not'. In fact, I spent a lot of family time as a young child sitting around an old wood stove in the basement straightening nails. Yes. Straightening nails. So we reuse to build other things. So I've kind of been growing up with a recycle, reuse for a long time. And I like to impart some of that. Not the blood blisters, but the concepts to my students.

Tania Anders:

And I'm sure your students appreciate the not blood and blisters card. So I'm curious, what were your initial thoughts about sustainability before participating in this professional development course? Jaishri, how about you go ahead and start us off.

Jaishri Mehta:

So when I first took the class, I was drawn to it because my father believed in sustainability. In 50 years ago, there was nothing on sustainability, but my father was already created compost at home. Our trash was so minimal that even the trash men didn't know if we lived, but those were some of the things that I grew up with. And I thought, "Great, this is going to be a great way for me to rejuvenate myself." But when I learned that sustainability is not only about that, I was very much surprised and actually very happy that I took the course.

Tania Anders:

I appreciate that. Yeah. So you basically are saying, you thought about mostly the environmental component of sustainability and realized through the course that there's also a social and economic aspect of it, which we talk about in the course. Daphna, What about you?

Daphna Golden:

I agree. I was also really pleasantly surprised to find that the way that sustainability is being addressed as much more expansive. I had originally thought that the focus of sustainability would be on climate change. And I thought that that wouldn't be kind of restrictive. So I was really pleased to see the way that sustainability is being addressed on our campus is much more expansive. And I want to say that being an introduced to the UN sustainability goals was really eyeopening for me.

Tania Anders:

I appreciate hearing that. And so Mark, I'm curious because you will teach in the earth sciences. And exactly what Daphna said, everybody hears sustainability, thinks about climate change. So for you, it's closer to home. Everybody would say [crosstalk 00:08:12], it must be easy for you.

Mark Boryta :

Yeah, it's interesting. Because when I chose geology as a major way back when, every person that I met and I told that I was going to be a geology major, they said the same thing, "Oh, you're going to look for oil one day, huh?" But at that time we were told, "Oh yeah, well, the oil industry will bounce back. Because people were already discussing the idea that that oil was going to run out on us." And so from the beginning of my training as a geologist, we were concerned with the idea that we have to use things that are not going to run out on us. We have to use it in a sustainable manner.

Mark Boryta :

And understanding the natural processes that create resources and the rate of the creation of those resources, compared to the rate at which we use them is a natural no no. I guess we'd say we've learned about that in geology very well. And if you ever going to consider going and opening up a community on Mars, for example, you have to know that you have to bring what you're going to use and no more and no less. So it's really going to be a sustainability issue for people who think about living out of their planets as well.

Tania Anders:

Right. Yeah. So again, for our listeners who will come from many, many different disciplines, like we already heard, it's not just for the earth sciences, it's also for others. And so Beta, you already indicated a little bit, right?, about how you're going to embed it.

Beta Meyer:

So what really pulled at me as we went through this LEAF course this past winter was the pandemic. Obviously it affected all of our lives a lot. And I had initially intended to take the LEAF course to start with the more environmental focus, because that seemed a natural as a biologist and as an environmental toxicologist. However, the disproportionate impacts on health that we've seen globally, as well as locally with numbers of people that have disproportionate access to resources, illness, morbidity, and mortality. I realized my students need to know this. My students are all going into the health professions and they're unaware of how we have systemic problems in our system that continue to cause us problems over time. And they need to understand a lot about these health equities.

Beta Meyer:

There are economic components to this and social components to sustainability. And so I'm really addressing those. And even though biology class in their biology prefixes not really talking about the environmental factors much, although they blend their components of it. It's really not about that for my class at all. And so I urge people who are teaching in the pre-health professions and in the health professions to really consider adding these components to make better educated nurses and health professionals that can better work with their community and really turn some of these things around

Tania Anders:

Thank you Beta. Yeah. And Jaishri, I was particularly excited to see some faculty members like you enrolling into the course that were not from the sciences, right? You teach computer sciences. And I think maybe you also thought that you had some challenges on how to embed sustainability into your course. So for your particular subject area, was it challenging for you to make the connection at first and what were those challenges and then how did you overcome them through the course?

Jaishri Mehta:

Right. So thank you, Tania. First, I thought there's no way that there is going to be anything that is going to do with my work or what I teach, but I still was very curious. And as Daphna said, the 17 UN sustainability goals, I was just surprised. And what drew me so much to it was the gender equality, quality education, industry innovation and infrastructure. And that pertains to everything I do, because those are some of the things that the industry has been working towards for a long time. Not that we have made big strides in it, but those were very important strides that should be in the forefront.

Jaishri Mehta:

So just knowing that that was on the sustainability goals, I was just excited after that, like, "Oh my God, I can do this. And I can have an impact with my students and showing them how much that means in social justice and all of that." That is just tied in to the software that we all use. And most people don't see that, that simple things like mobile phones when they were first created, were only created for the male hands. There was no input like how would a female hold the phone, simple things like that can absolutely change the design, infrastructure of how our world spins around in the things we use.

Tania Anders:

That really struck me when you shared that during the LEAF course, I was like, "Yeah, I never thought about that. That a cell phone design really doesn't take a female smaller hand usually into consideration." So yeah, that was so cool that you shared that. So let's briefly talk about the course because we will offer more of these. Of course, we were hoping to create a community of faculty on our campus that have sustainability embedded into them. And so I'm curious, what were some of the highlights of the course for you guys? Like what really helped you to then embed this into your course? What could people expect if they take the course?

Daphna Golden:

Well, like I said before, I teach physical geography, which studies the Earth's natural systems. So I thought it was a natural fit for getting the LEAF designation. And to be honest, I thought at first that my course should just automatically get the LEAF designation without me having to do too much work. But I learned that embedding sustainability into my course was a call to create a more thematic approach to my course, rather than a topical approach. So I've actually revamped my whole course to really embed sustainability as a theme throughout my course and through each week. So it's provided my course with a purposeful framework upon which I can deliver the content. And I think that students can relate to the material a lot better now.

Tania Anders:

That is so fantastic to hear.

Jaishri Mehta:

What is interesting. Mine was completely opposite. When I first started, I said, "Well, I'm not going to get a live course anyway, because it doesn't pertain to me." So it was completely opposite when I started. And when I found out the UN goals for sustainability, I was just ecstatic. So what was very important to me was the sustainability goal four, which was quality education and goal five was gender equality. And those are so important in the field I teach and quality education, you'll say, "Well, we learned that." No, it's not true because in so many ways, if you learn the quality of what you're writing, how it impacts the world, it's a lot.

Jaishri Mehta:

Indirectly, we can kill someone indirectly. Somebody can use all their life savings if the code is not written correctly, or it can take a subset of people out of their lives or not get the services that they need, depending on how badly the code is written. And I teach that portion, which is the non-sexist portion of writing code as most students tell me is learning to design and they say, "Oh God, this is such a pain." And now it's so purposeful why this is so important. So I was just ecstatic in that sense.

Tania Anders:

So can I ask you Jaishri, what enticed you then to enroll into this course? Because we're of course super happy that you did, because that is exactly it. We have so many subject areas that we offer on our campus where people may think like you, "Well, this probably doesn't work for me so much." But you did it. So.

Jaishri Mehta:

Right. And again, I said, it goes back to my childhood. My father was very big into sustainable goals. As a family, I mean, we couldn't throw anything in the trash. It had to be either recycled or it had to be used as compost or the greens and everything was separated. And I mean, this became something 20 years later, but we were doing it at home. So for me, I thought I was going to be reconnected to the same world, but in a new way. And that's what got me going is I thought I rejuvenate my childhood, but I rejuvenate not only my childhood, but everything else that goes with it. So yes. And I think to get others interested is to say, "What did you do when you were young?" And I would be so not surprised. You will find that like Mark said, there is something in your life that you did for sustainability, because it was part of most families growing up. So yes, I think that has to be. Otherwise they'll think that it's not part of something they teach or do.

Tania Anders:

Right. And of course we couldn't have everybody here today that took part in the LEAF course. But we, for example, had two math professors and I just loved how they embraced it. For example, teaching students about line graphs, they use graphs now that include the data about trash production in the United States. And so it doesn't take much to think a little bit outside the box and we do have sustainability awards on our campus for students. And so if we encourage our students to think more about sustainability, then they can even use some of the material they develop, maybe some assignments they do for submitting potentially to the sustainability awards. Beta. How about you?

Beta Meyer:

So what I wanted to say about what you can expect out of the class to kind of take this in a different direction is you really walk out of the class with a developed chunk of your course, which I didn't expect. So a lot of times when you take professional development, you get useful tools and then the implementation you run out of time to implement, or you're struggling with time to implement, but the implementation was all embedded in what we did. It started with some thoughts about three of the UN goals that were most important to us, and then started asking us to really dig deeper into them and to align them with parts of our class and then to actually structure modules and activities and assessments. And it was like Tania said, just amazing to see what other people did. There was this really good dynamic with everybody discussing what their projects were and a capstone discussion of what people did.

Beta Meyer:

And it was phenomenal work done by some individuals, some had completely developed entire courses. I had like a teeny module, but you walked out with something that was tangible that you could put right into your course right away. And it was a lot of work. I mean, it's 16 units of work technically. So it's not like you just sit there and listen to the seminar and don't do anything. In between, you have assignments that are due and there're little graded assignments and quizzes. I was kind of pleasantly surprised by that too, because it did challenge and push me to get some work done. Because sometimes the turnaround was one week in winter and I was teaching in winter, but it was totally worth it. I have a product I could use and then I confine to.

Tania Anders:

Yeah, Daphna, Do you want to add to that?

Daphna Golden:

Yeah, just a little bit. I just want to say that this was also a particularly good course to take during this COVID or deal. Because so much of what we do anyway is kind of isolated from our colleagues, but taking this course was a really good opportunity to peer inside the other classrooms so to say and kind of see what other colleagues are doing with their classes.

Tania Anders:

Oh yeah. So true. It really was nice to connect often. What about you Mark?

Mark Boryta :

It's just like a tag team, Daphna. You say so much of what we do in our classes is isolated. And really, I think that this course because of not only the content and the number of the different kinds of people who took it, but also because of the different goals that the United Nations has set before us, really encompasses everything in your life. And I think one of the great things about this course is to help it become systemic at Mt. SAC.

Mark Boryta :

Because I think that the synergy that develops when you have a number of students seeing what we can do about sustainability, everywhere they go, they realize, "Hey, these people are doing this because it's the right thing to do not just because it's something that's flowing in the wind. It's not just the way that things are going today. It's really the right thing to be doing all along." And I think that the synergy is really critical to getting it to the critical mass to keep it going. And it's great that other people are doing this in their classes because then the students you don't have to teach them all over again every time. They've already seen it coming and then it makes the job easier and you can go further with it.

Tania Anders:

Well, thanks so much for sharing. And Jaishri.

Jaishri Mehta:

Yeah. So just want to add, we're a very big campus. And sometimes as faculty, we are isolated in our own little cocoons and this particular course was so great because there was time for discussion. There was time to share the work that we did. There was time to... Even in all the work is we did work and we shared low. And there were times when like, "How did you do that?" And more than often, we never get that time to see somebody else doing something very similar to yours, but in a different way. And it just helps that we come together as the Mt. SAC family. And I think this course brings that. And again, back to gender equality, quality education, and those are the goals we were practicing them here in this course as we went through them.

Tania Anders:

We sure did. And so now of course, I'm super curious because we are in the spring semester, have you guys had an opportunity where in week four of this semester, have you had an opportunity to embed some of the material that you developed over the winter? And I don't know if you've gotten to that point in the semester yet. I know Daphna said you've kind of weaving it throughout your course. And Beta, you said you developed one module. So Beta, did you get to that yet by chance?

Beta Meyer:

Yeah, I did actually. So within the first unit, what I did was I introduced some health disparities and health inequities because I'm weaving through this background material. That's really not very exciting to students of... It's a lot of basics, basic physiology, how it works, basic chemistry, basic biology. I started weaving some components of how COVID has impacted us, how these things impact medicine. And I had the students start writing discussions so far on how they might want to be an agent of change. We had some discussions about what's happening in the health profession and levels of trust and treatment for individuals especially people of color and levels of trust with physicians that don't necessarily match them in terms of demographics, ethnicity, and race. And there's some really startling statistics that show that treatment isn't equal, even when people try to be very equal because we do have types of bias that prevent us from giving identical medical care.

Beta Meyer:

And most of my students represent LA they're very, very diverse. And I asked them, "Well, what are some things we can do to lower the distrust of the vaccine to increase health outcomes, to get people using health resources better, to make sure health resources are communicated well for people. What kind of things can you pledge to do in your community?" And so they started the discussion. I did have one student that asked, "Aren't things getting better." And the student happens to be a black African-American female when I spoke about black disparities in educated black women, in terms of death and birth, while they're delivering and other types of healthcare. And she said, "Aren't they getting better?" And I said, "Not quickly enough and not really significantly and not with COVID." And so that really sparked some discussions. And my hope is that the students will be able to move the needle.

Beta Meyer:

Now that they're more aware of these issues, because this isn't really taught in courses or curricula. And I think it's extremely important for people that are going to be the hands-on frontline workers, to know where their biases land, and to know where people are fearful and where people don't get hurt. Just part of listening to the patient as part of what really happens and not automatically going into syndrome with your own bias, assuming things that maybe are not correct that you would not necessarily assume for someone of another race or ethnicity. And so it's valuable for the students to start the dialogue.

Tania Anders:

I'm excited to hear that twice now I've heard both from Beta and Jaishri that topics that traditionally are maybe a little bit more boring to teach or not to teach, but for the students that are kind of like harder to capture them and that you said, "Wow, I've been able to make these adjustments, and now they could see it in a different context." Jaishri.

Jaishri Mehta:

Yes. So I had assignments already that I was using, but this just gave me a lot more context. So actually they're coming up to the next assignment that they will be doing is very simple. It's a reset back to zero. And most student thinks, "Oh, no big deal." But you will find that most of them couldn't do it. And one of the stories I do have for them is that there was a radiation machine that went out about 15, 20 years ago. And that burned 10 people before the company said, "Yes, we got the reset button wrong." And again, it goes back to the quality of education in the sense that did you design it, did you think through of all the possibilities, if somebody does something with your program that will it work or will it not. And a lot of our students, when they write a thing, they test for one data, but they don't test for others.

Jaishri Mehta:

And for mine, it's very simple. Every time if they didn't reset it, it will add a lot of money and they will be having coffee that costs $50. And they get frustrated. So this is going to just help more to explain to them like, "Okay, what would that be like if this was not buying coffee, but if it was a radiation machine or if it was a chemotherapy, or if it is COVID when you got it wrong. How many people would you have killed? And indirectly you are responsible for this." And this is where my teaching is very difficult because we are one step removed from the actual thing from the actual user at that time. And to bring that home, the sustainability goals help bring that home. That no matter if you're one step removed, you are still responsible for the impact it has on the worldwide.

Tania Anders:

Yeah, absolutely. And again, I was really excited to see faculty from all the different divisions enroll in this course, because ultimately our goal is to embed sustainability throughout our curriculum. And my dream is the sustainability coordinator is that sometime in the future, we will actually see some kind of a certificate program maybe that students can take when taking sustainability, those LEAF courses from different divisions, that they can then have this little certificate that says, "I got an introduction to sustainability. I understand sustainable better. I now know it's not just about recycling and not driving a big car and the environmental aspect, but that there is that social component and the economic component too." And so I really am so grateful that you guys are all embedding sustainability in different ways into your courses. I'm curious Mark, because you are the one that teaches in the geo sciences. And so are you addressing it in your course and the more traditional sense of what people think that you talk about climate change, or what have you decided to go which route?

Mark Boryta :

This week, it's actually something I have been doing for several years. The one I developed for the courses is going to be implemented. And of course it will teach for the first time in next winter, but I've been doing sort of a module on the science behind climate and climate change, not just the data behind it, not just the modeling, but the actual scientific understanding of why it happens to begin with. It's something that I've been doing some work with with another colleague of mine kind of in a secret basement and on Mt. SAC. And we're looking for students who can actually take part in this too. The science is there. It's very clear. And so I'm going to present that to my students in geology about how climate change occurs. It's like I said, this is coming up this week.

Tania Anders:

Well, that's fantastic. And yeah, I think really we're seeing changes throughout our campus, right? Because last year, our academic Senate passed a new structure for our Senate committees, which includes embedding sustainability into all of our work that we do at Mt. SAC. And I think from the work you're doing, you may have some suggestions already, all right, how to encourage your colleagues to embed sustainability into the courses and the work at Mt. SAC. So if you could give one advice to some of our listeners, what would that be? How to think about starting embedding sustainability into their work on our campus? Jaishri.

Jaishri Mehta:

So one of the things is when we try and do new things, most faculties like, "Oh God, it's just more work for me." And so one of the things that I'd like to tell you that I took the SLO's that were already in my curriculum, and what I did was kept those SLO, but expanded the knowledge and the breadth in those SLO, it didn't have to change anything. So it was the assignments that I provided. And given the kind of structure and the breadth that we could do it in, it was just saying there would be a discussion, or there would be saying, "Look, this assignment is focusing on doing this. And it does quality education."

Jaishri Mehta:

Your labs here, gender equality is pairing students together from different parts, social strata, or whatever it may be, and be able to work together to provide a piece of software and see, well, how did it change the way you write code, and so that brings us into the last goal that I put into my SLO was industry innovation and infrastructure. Because when you create a space where you can discuss without overpowering saying, "Oh, mine is the only way.", helps build that relationship, which helps the gender quality, racial equality, equity, and innovation in industry that builds system sustainability to social justice as well.

Tania Anders:

Thank you so much, Mark. What about you?

Mark Boryta :

It's like to tag on with what Jaishri said about people thinking that it's more work. If we all do it, it's actually a lot less work because you're not breaking new ground anymore. And I think that the result of the synergy that if everyone can embed something about sustainability in their courses, I think that the synergy will be much, much more than the sum of the parts.

Tania Anders:

Thank you so much. So Daphna, what are some of your thoughts?

Daphna Golden:

I just wanted to recommend the faculty [inaudible 00:34:41] it was possible to collaborate with your colleagues and not just look at it, embedding it in their own individual courses, but maybe even altering the course outline of record and really incorporating and strengthening the course itself or embedding sustainability.

Tania Anders:

Yes. Thank you. And as I mentioned earlier, like we had the two colleagues from math that then joined forces and even developed material together. And that's just fantastic to see that happen. Beta.

Beta Meyer:

And since this is a campus wide initiative and it's written into our Senate goals, as well as a chancellor's office initiative, I encourage everybody to take a look at it and think that a lot of sustainability when it comes to economic, social and environmental justice is the why of why we teach the community college. So don't forget to put the why of why students are taking your class back in. Sometimes we're so in the pre-health professions, so driven by content, we forget that there's a why that the students are there. And sometimes that really helps pull their interest and pull them into the subject.

Tania Anders:

I love that. And it's almost like good closing remark here, Beta, that you made for those podcasts here. But I'll let Jayschree still chime in into.

Jaishri Mehta:

For the closing remarks, I'd like to say that it would be great if we work across the thing campus in just saying, Beta can say, "I would like us to compute this. Can your students write a software to compute whatever it may be disparity in whatever." And here are her students talking to my students or what they want, and it's making it even better instead of us as faculty, but having those kinds of courses where the students get to somehow have that engagement across courses, which has got nothing to do with say software like biology or geology or whatever, but it does.

Tania Anders:

Yeah, absolutely. And that's of course a fun thing, because like you have all said, we often are so isolated and this has been a great way for us to collaborate across campus and for a good and important cause for that matter. Do any of you still have any closing comments that you would like to make?

Beta Meyer:

Fun of to say it's probably one of the most enjoyable courses I've ever taken because I had colleagues that really delved deep into how these things could tie into their classes and really dealt with some of the places where as a world we can improve. And I just found a lot of value in hearing what other people had to say and learned a lot from my colleagues more than what I could have brought myself by just thinking about the sustainability goals. So I just really, really want to thank Jennifer and Tania for offering the course because it was a fantastic class and all my colleagues for being part of my cohort.

Tania Anders:

Oh, you're too kind. Okay, Mark. You get the last word.

Mark Boryta :

Okay, great. This is good last words. I think everyone needs to learn how to teach about sustainability because as you've heard from all of us, at some point, it's the right thing to do.

Tania Anders:

Thank you so much. I really appreciate all of your guys' time. And I look forward to visiting your classes and hearing more about how embedding the sustainability went for you. So thank you again.

Christina Barsi:

Thank you for listening to the Magic Mountie podcast. Remember to subscribe on Apple podcasts, Spotify, or wherever you like to get your podcasts so you can listen in the car, in your office or however you like to listen. Once you subscribe. We'd love to hear what you think by leaving us a review, and don't forget to share your favorite episodes.