

# Embedding sustainability within the curriculum at Gray's School of Art



Josie Steed – Senior Lecturer & Sustainability Lead  
Lorraine Amies – Career Consultant

# What we shall look at today:

- Background & how we got together
- Emerging stronger
- First-hand opinions
- Outcome
- Impact
- Summary
- Any questions?



# Background & how we got together



# Josie Steed

- Senior Lecturer & Design Researcher for Knowledge Exchange
- School Lead for Education for Sustainable Development
- External funded arts and humanities research projects focus that on sustainability as a core priority



# Lorraine Amies

- Careers Consultant with responsibility for: School of Computing; Gray's School of Art and Scott Sutherland School of Built Environment & Architecture
- Increase in students seeking 'sustainable jobs'
- MSc Career Guidance & Development
  - 'Understanding the impact of the UN Sustainable Development Goals on graduates' career decision-making'

# Emerging Stronger



# Enhancing the learning experience at RGU

- Enhance the future learning experience at RGU
- QAA 'Resilient Learning Communities'
- 'RGU **purple** is the new **green**'





# Gray's 4 Pillars Teaching & Learning Plan

## Critical Creative

- questioning and problem solving.
- makes links with ideas, technology, people, and shared problems
- identifies problems, innovates
- resourceful not wasteful



## Enterprising Professional

- actively looks for opportunities
- innovates alongside others
- pursues and connects ideas with key professionals
- business aware and proactive

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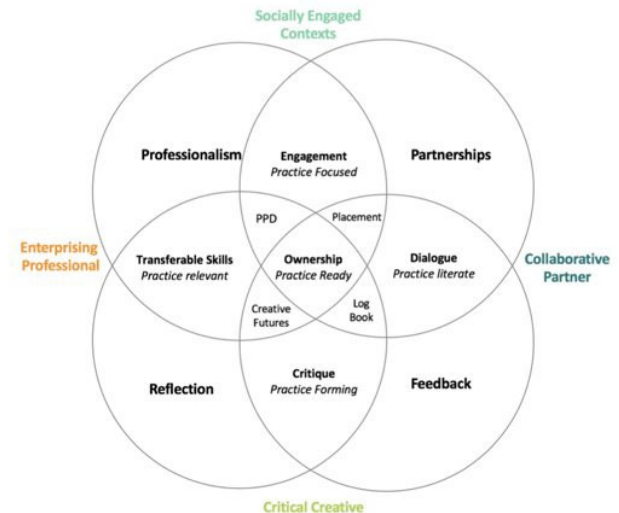


## Collaborative Partner

- builds strong team-working skills and understanding of people.
- connects with others to grow ideas
- shares ideas and build networks
- understands own skills and strengths.

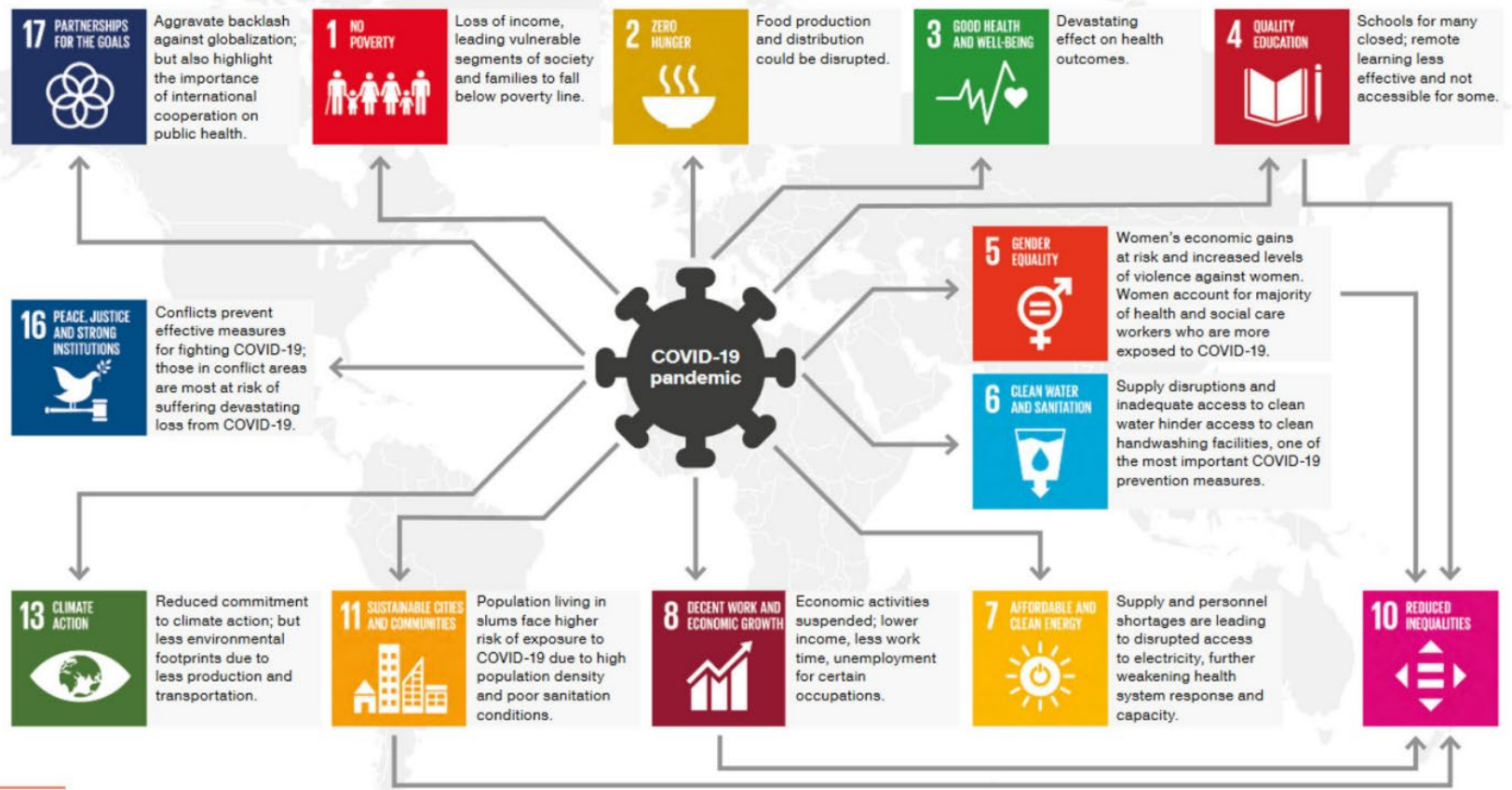
## Socially Engaged Contexts

- connects ideas to world concerns (e.g. health, environment, community)
- looks to find sustainable working approaches
- involves 'others' in the creative process





# Considerations



# First-hand opinions



# Staff survey & interviews

3. Do you think that the UN Sustainable Development Goals are relevant to your programme/course?

[More Details](#)

● Yes 6  
● No 0



4. Do the UN Sustainable Development Goals play a part in your programme/course developments?

[More Details](#)

● Yes 5  
● No 1



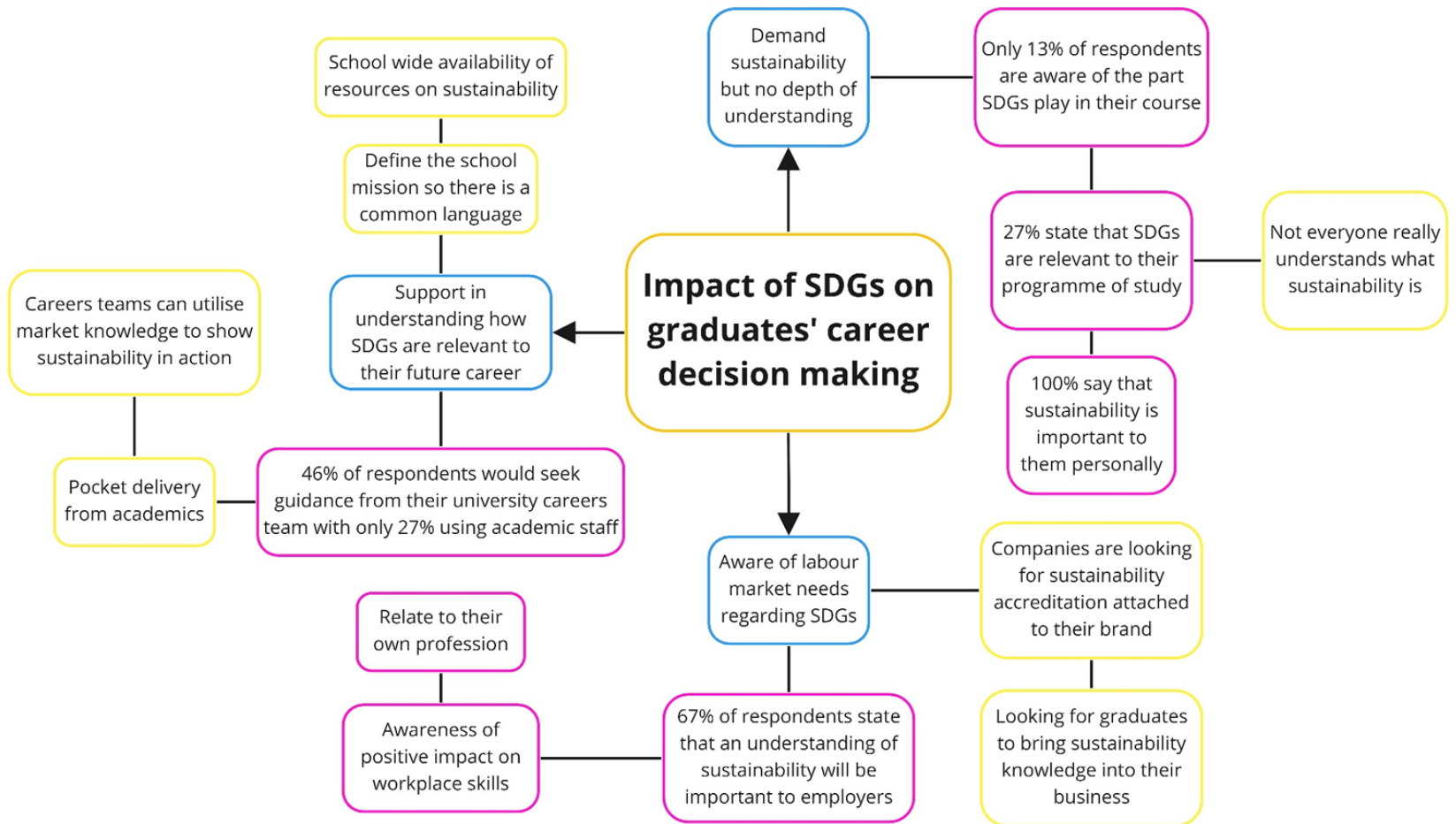
8. Do you think that there is a need for staff development on SDGs to support student/curricular developments?

[More Details](#)

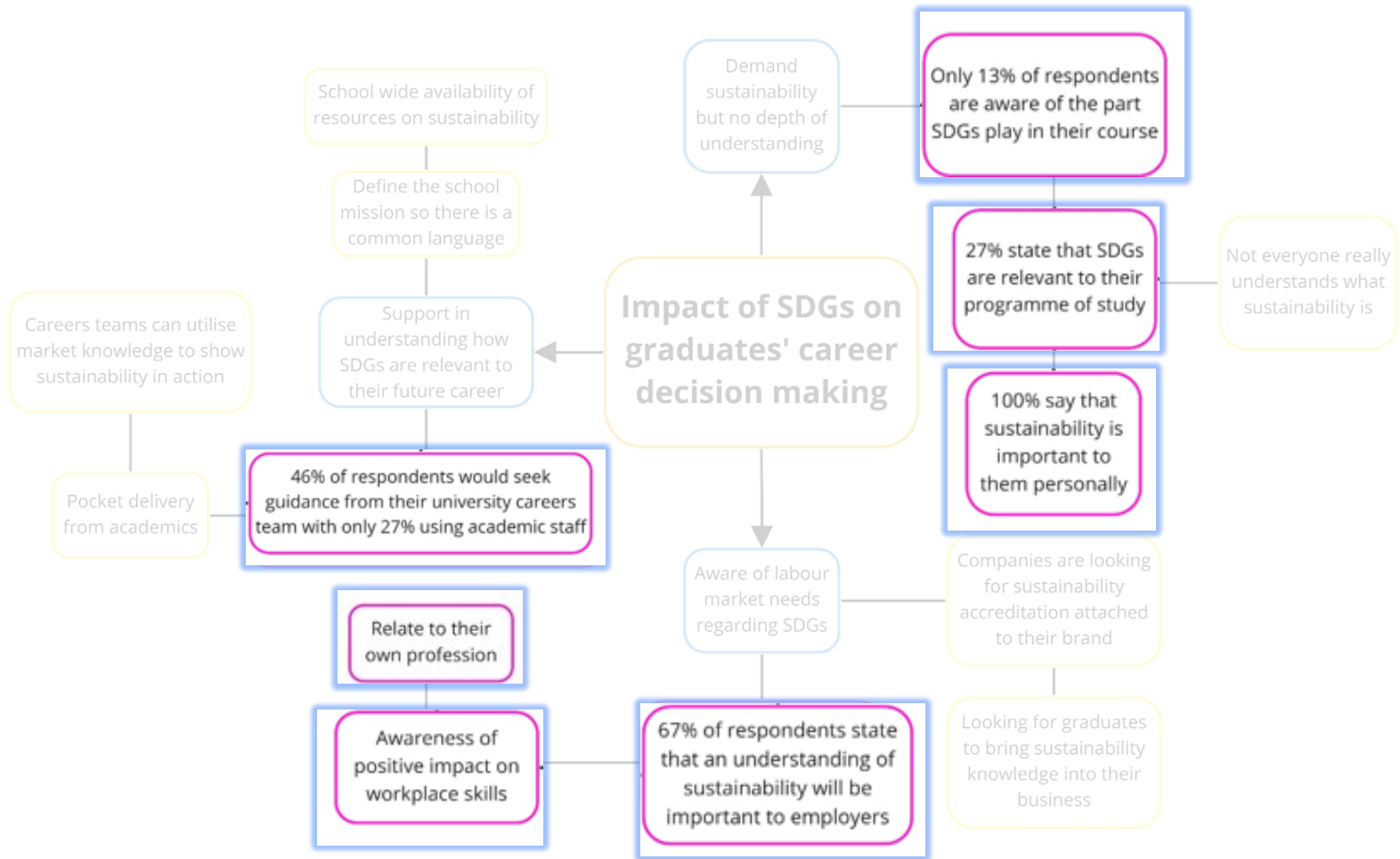
● Yes 6  
● No 0




# Student Questionnaire



# Student Questionnaire



# Student Focus Group

1. Are you aware of the UNSDGs?
  2. Do you think that the UNSDGs are relevant to your course?
  3. Have you had any projects/information that involved the UNSDGs through your course?
  4. Is sustainability something that is important to you personally? Why?
  5. Do you think that there is a need for student resources on the relevancy of the UNSDGs?
  6. What future skills within the sustainability agenda do you feel you will need post Gray's?
- 



# Focus Group Findings





# Outcome



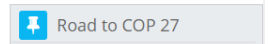
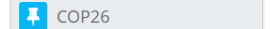
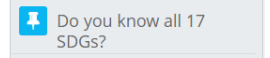
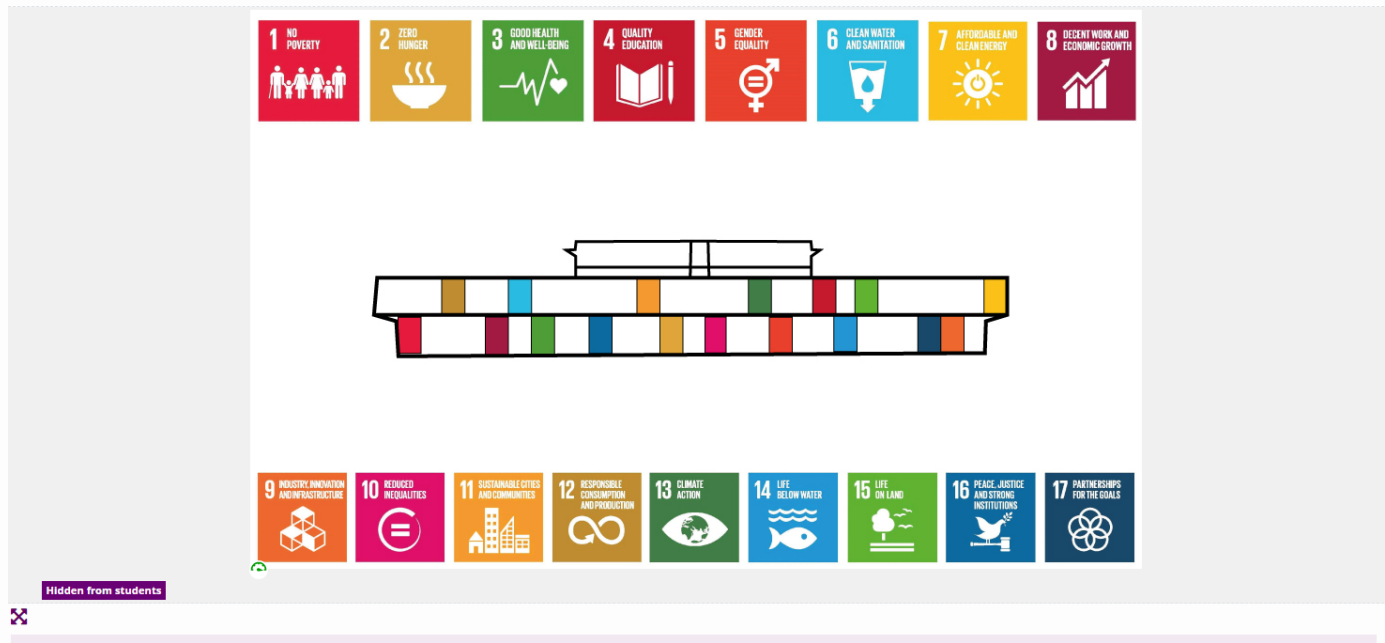
# Taking ownership of the SDGs



Images designed by Mairi Clarke, Communication Design, Robert Gordon University, 2022

# Moodle

## Sustainability @ Gray's School of Art



# Critical & Contextual Studies

## CCS Judith Winters Research

Judith Winter focuses on cross-disciplinary approaches, art and environment, 'designs for life' and trans disciplinary studio and environmental practice. Judith co-authored with the anthropologists: Dr Rachel Harkness and Cris Simonetti:

An experimental script - Concretes Speak published by Chicago Press entitled: Future Remains (2018) - that emerged from a research event at the Nelson Institute's Centre for Culture, History and Environment with the Rachel Carson Centre for Environment and Society LMU Munich, the Deutsche Museum and the Environmental Humanities Laboratory at the KTH Royal Institute of Technology, Stockholm.



<https://press.uchicago.edu/ucp/books/book/chicago/F/bo27213130.html>

The invitation to this event came after an authored text below in Parallax 76 (2015)

<https://repositorio.uc.cl/xmlui/bitstream/handle/11534/51137/Liquid%20Rock%20Gathering%20Flattening%20Curing.pdf?sequence=1>

The research and interest is used in environmental anthropology in teaching.

# Communication Design

## Achieving Net Zero: Iain Morrison

With the wealth of information in the press and online regarding Net Zero and how it can be achieved in the coming years in the UK, this project will develop a range of information graphics led posters to explain the challenges ahead for the existing power sources the UK has access to.

The posters will be created over 2022/23 to raise public awareness of the UK's commitment to meeting net zero emissions targets by 2050 and also open up discussion and improve social impact through communication to allow the public to fully consider the long-term implications.

The project is a collaboration between Iain Morrison from Gray's School of Art and Professor James Njuguna and Jemma Reynolds from the National Subsea Centre and School of Engineering, Robert Gordon University, Aberdeen.



To find out more please visit - <https://www.achievingnetzero.uk/>

# Painting

## 'The Anthropocene'

Emma Caldwell's work embraces transdisciplinarity across Painting, Fine Art, Environmentalism, and Material Science to produce Art Research. Her work dismantles and sustainably reassembles the 'Image'. Her current work 'The Anthropocene' integrates seaweed-based bioplastic within Fine Art. By embedding the biodegradable and marine-degradable bioplastic with site-specific pigments Emma creates 'Bioplastic Images'. This enables her to challenge traditional notions of site-specificity within Fine Art practice whilst generating Material Narratives which scrutinise the landscape of the Anthropocene.



Visit Emma's work [here](#)

# Definition

[Welcome to Sustainability @ Gray's](#)

**Sustainability @ Gray's Definition**

[What are the Sustainable Development Goals \(SDGs\)?](#)

[RGU Resources](#)

[External Resources](#)

For more information:

Education for sustainable development at Gray's focuses on equipping students with a deep understanding of Ethical, Environmental & Social priorities underpinned by the School's 4 pillars: Critical Creative, Enterprising Professional, Collaborative Partner and Social Engagement needed to work and live in a way that safeguards people, planet and profit.

Sustainability at Gray's empowers every member of the Gray's community to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.



# Impact



# ILSR 2022

- Josie asked to lead on ILSR (Institutional Led School Review) for Sustainability
- Influence ILRS 2022 strategy document embedding sustainability within Gray's curriculum



# RGU Sustainability Agenda



# Employability



# In summary



# Conclusion

- Mutual interest in supporting students with their career development and goals
- Opportunity to influence wider RGU Emerging stronger
- Project outcome influenced by students and academics
- Wider impact on university community



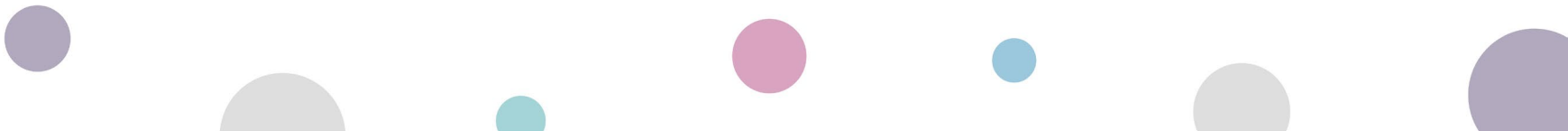


# Any questions?

- /in/josiesteed/ OR [j.steed@rgu.ac.uk](mailto:j.steed@rgu.ac.uk)



- /in/lorraineamies/ OR [lorraine.amies@rgu.ac.uk](mailto:lorraine.amies@rgu.ac.uk)





# Thank you

