Sulitest.org
Mainstreaming Sustainability Literacy

TASK BY Sulitest

Alignment of Sulitest *TASK™* with SEAC Accreditation Standards

Sulitest — Version 1.0 — Nov 2026

From: ***Sustainability Education Guidelines for Sustainability & Sustainability-Related Degree and Certificate Programs in Higher Education*** *(Version 1.1 March 1, 2026.)*

The Sustainability Education Guidelines (Version 1.1), developed by the *Sustainability Education Accreditation Commission* (SEAC), provide a comprehensive framework for accreditation standards in higher education. These guidelines represent the first widely available synthesis of practice standards, designed to support and improve sustainability-related degree and certificate programs. Developed with input from over 500 stakeholders and organizations like the NSF and AASHE, the document outlines best practices across eight critical areas, emphasizing the Key Competencies in Sustainability Framework. These standards aim to prepare a new generation of sustainability professionals, ensuring graduates possess the skills necessary for impactful, problem-solving careers across all sectors. See https://www.sustedu.org/

Reviewed and approved by SEAC, the charts below indicate areas of potential alignment between SEAC accreditation standards, on the one hand, and the assessment data and processes generated by Sulitest TASK, on the other. To help demonstrate such alignment, Sulitest has intentionally crafted short hypothetical examples (to be adapted to each institutional content where applicable) of how the use of TASK™ and the TASK™ Change Leader program provide substantive or contributory evidence of SEAC standards alignment. As indicated, the TASK™ framework is not applicable to 12 of SEAC's 32 Standards. Text highlighted in red indicates the specific SEAC language to which the TASK™ narrative refers.

Synoptic Overview of SEAC Accreditation Alignment with Sulitest TASK™

Core 1: Curriculum & Content Areas		**Substantive - 6**	**Contributory - 14**	**N/A - 12**
1.1-Developmental Competency Framework	C1.S1-A competency framework guides the creation of program learning outcomes […] across multiple courses.		*	
1.2-Living Curricula	C1.S2-Program Curricula is responsive to the needs of students, employers, and communities.		*	
1.3-Learning Materials	C1.S3-Program incorporates diverse learning materials […]and draws from inter- and transdisciplinary perspectives […].		*	
1.4-Learning Environments	C1.S4-Program incorporates diverse learning environments including outdoor, community, and/or field-based settings.			*
Core 2: Teaching & Learning				
2.1-Engagement with a Key Competency Framework	C2.S1-Participant learning experiences provide opportunities to self-reflect, cultivate, and articulate their competencies.		*	
2.2-Experiential and Applied Learning	C2.S2-Students participate in experiential & applied learning activities, research opportunities, & capstone experiences […].			*
2.3-Inclusive Knowledge and Multiple Ways of Knowing	C2.S3-Teaching styles include multiple perspectives and voices.		*	
2.4-Place-based and Regional Learning	C2.S4-Curricula and experiences are contextualized locally.			*
Core 3: Assessment & Evaluation				
3.1-Ongoing Student Assessment	C3.S1-The program has a plan for ongoing assessment of student proficiency and […] program competencies/outcomes.	*		
3.2-Holistic Program Evaluation	C3.S2-Programs use holistic approaches to evaluate program success and […] continuous improvement.	*		
3.3-Faculty Qualifications and Evaluation	C3.S3-Criteria for faculty hiring, evaluation, and promotion include sustainability education.		*	
3.4-Sustainability Assessment of Students	C3.S4-Clear expectations for student assessment include formative, summative, and real-world guidance and feedback.	*		
Core 4: Unit Organization & Focus				
4.1-Program-level Mission Statement	C4.S1-[…] program-level mission/values statement is consistent with purpose and values of sustainability […].		*	
4.2-Program Director & Resourcing	C4.S2-A qualified program director or team is appointed with adequate fiscal and other resources.			*
4.3-Reciprocal Partnerships	C4.S3-Programs actively foster continuous, coordinated, resourced and reciprocal relationships with community partners.			*
4.4-Informed Student Agency	C4.S4-The program provides pathways, […], or certificates that allow students to customize their sustainability degree.			*
Support 1: Leadership & Mission				
1.1-Sustainability Commitment	S1.S1-The institution has a clear commitment to sustainability.	*		
1.2-Sustainability as a Key Performance Objective	S1.S2-The institution recognizes sustainability as a key performance objective.	*		
1.3-Institutional Culture	S1.S3-Leadership facilitates a supportive institutional culture and sense of belonging.		*	
1.4-Local and Global Impact ("Glocal")	S1.S4-Institutional, departmental, and program-level leadership acts to enable local and global impact in sustainability.		*	
Support 2: Campus & Community				
2.1-Campus Built Environment	S2.S1-Campus built environment, planning and operations support sustainability education curricula.			*
2.2-Campus Ecological Environment	S2.S2-The campus […] environment reflects and supports a commitment to preserving, [… the] ecological environment.			*
2.3-Campus Cultural Environment	S2.S3-The campus cultural environment reflects and supports a future-thinking culture of belonging.		*	
2.4-Impact Assessment	S2.S4-Long-term campus and community impacts are assessed.	*		
Support 3: Student Support				
3.1-Co-curricular Opportunities	S3.S1-All students participate in co-curricular opportunities for networking, leadership, and experiential learning.		*	
3.2-Career Support	S3.S2-Students develop relationships with employers through career advising to navigate the sustainability careers […].			*
3.3-Sustainability Skills	S3.S3-Program leadership and faculty stay up to date […]; students […] choose, learn, & demonstrate a personalized skillset.		*	
3.4-Recruitment & Financial Support	S3.S4-Financial support is provided to intentionally increase participation in environmental and sustainability careers.			*
Support 4: Faculty Support				
4.1-Professional Development	S4.S1-[Not stipulated]		*	
4.2-Incentivizing Interdisciplinary Engagement	S4.S2-Minimum […] criteria for tenure & promotion reflect & support interdisciplinary engagement in sustainability education.		*	
4.3-Sustainable Workload	S4.S3-Faculty appointments, workload formulas, scheduling, and class sizes appropriately consider faculty wellbeing […].			*
4.4-Sustainability & Open Knowledge	S4.S4-Faculty teaching, scholarship, and research includes, values, & supports Collaboration & Open Knowledge Practices.			*

Overview of SEAC Accreditation Alignment with Sulitest TASK™ (Detail)				
Core 1: Curriculum & Content Areas			**Recommended evidence to be provided:**	**Potential TASK™ Narrative** (Adapt to local contexts, where applicable)
1.1: Developmental Competency Framework	**C1.S1:** A competency framework guides the creation of program learning outcomes that students develop across multiple courses.	*Evidence shows that by program completion, candidates exhibit knowledge, skills, attitudes, and abilities of sustainability professionals, with increasing proficiency and complexity. To some degree, learning outcomes contribute to creating solutions related to real-world problems.*	• A competency framework (specified by the program) guides the creation of program learning outcomes across multiple courses. • Program Learning Outcomes (spanning courses) clearly translate key competencies into outcomes – what completers will know, think, feel, or do.	The TASK™ framework of knowledge draws inspiration from established sustainability frameworks such as *UNESCO Learning Objectives* (2017), *EU GreenComp* (2022), and *Center for Curriculum Redesign* (2019). When used to inform the process of program design, articulating learning objectives, curricular revision, and program assessment, the TASK™ assessment tool and supporting pedagogical materials help structure and relate sustainability knowledge vis-à-vis key competency frameworks. TASK™ also constitutes a formal assessment process vis-à-vis what students know about sustainability including the definition and nature of the competency-based skills and attitudes required for effecting sustainability solutions.
1.2: Living Curricula	**C1.S2:** Program Curricula is responsive to the needs of students, employers, and communities.	*Evidence shows that ongoing learning and attention to swiftly changing content areas (sustainability, climate change, environment, policy) are regularly evaluated by multiple stakeholders and integrated into course content and program curricula (including readings, speakers, films, websites, assignments) that are current and relevant. In short, the curriculum is timely and contextual.*	• Regular curriculum updates include student input, as from course evaluations. • Curriculum is shared regularly with employers and community partners. • Program faculty have access to continual professional development that guides curriculum development.	The Sulitest TASK™ *Change Leader* initiative and corresponding TASK™ assessment tool are premised upon driving curricular change in line with both the SDGs and the needs and desires of student and community stakeholders facing climate change and declining biodiversity. To this end, TASK™ data helps inform internal processes related to professional development in sustainability education and pedagogy. The goal is to help faculty advance the process of critiquing and revising their own course syllabus and corresponding pedagogy in line with sustainability and the SDGs. See below, 4.1.
1.3: Learning Materials	**C1.S3:** Program incorporates diverse learning materials (i.e., readings, speakers, and/or activities), and draws from inter- and transdisciplinary perspectives, as well as multiple ways of knowing.	*Evidence shows that students experience and can describe significant engagement with a wide variety of materials, media, and texts, including voices and experts beyond the course instructor. In general, course instructors act as knowledge brokers and guides.*	• Required readings and resources used are listed in the course syllabus. • The program incorporates media and learning materials from at least two of these categories: readings, films, speakers, and case studies. • Program materials include inter- and transdisciplinary perspectives, intergenerational perspectives, and multiple ways of knowing.	The Sulitest TASK™ *Change Leader* program provides affiliated institutions with access to a wide range of curated learning resources corresponding to the 28 subjects assessed within TASK™. For example, the *Intro2TASK* is designed to help students prepare for taking TASK™ whereas TASK™ *Study Guides* provide students with additional resources focused specifically upon those subjects in which they perform below their average aggregate score. Within these banks of resources are readings, videos, and case studies that emphasize transdisciplinary, intergenerational, intercultural, and Indigenous approaches to sustainability.
1.4: Learning Environments	**C1.S4:** Program incorporates diverse learning environments including outdoor, community, and/or field-based settings.	*Evidence shows that students can describe significant engagement in other locations besides a physical or digital classroom: "Field" experience can be rural or urban, social or scientific, and "Communities" can be geographic or topical, human or animal.*	• Classes are regularly held in external classrooms on campus and/or field-based or community-based activities; for example, living laboratory activities on campus and/or human-environmental interactions off campus. • Regular classroom settings are conducive to learning, featuring technology-enabled and movable furniture.	N/A

Core 2: Teaching & Learning			**Recommended evidence to be provided:**	**Potential TASK™ Narrative** (Adapt to local contexts, where applicable)
2.1: Engagement with a Key Competency Framework	C2.S1 Participant learning experiences provide opportunities to self-reflect, cultivate, and articulate their competencies.	*Evidence shows that learning experiences are hands-on and involve working individually and with others, including peers, instructors, and stakeholders. Students are able to describe these experiences and their own skill development. A competency framework such as the Key Competencies in Sustainability ideally structures student progress and reflection.*	• Learning experiences include action and reflection on action. • Learning experiences are practical but also include theories and concepts. • Student learning occurs across all areas of the selected competency framework with formal opportunities to practice and apply learning over time; for example, a portfolio or a capstone.	While TASK™ is an assessment of individual sustainability knowledge, the aggregate data it generates provides program leaders with visibility over the breadth and depth of sustainability knowledge different cohorts of students develop within different programs. As such, TASK™ is effective in helping inform program leaders about the extent to which, and pace at which, a given competency framework helps students progress towards desired learning outcomes and programmatic goals.
2.2: Experiential and Applied Learning	C2.S2 Students participate in experiential and applied learning activities, research opportunities, and capstone experiences that engage them with sustainability challenges, perspectives, and solutions.	*Evidence shows that students in the program participate in campus and community projects, as well as with potential employers.*	• Students participate in experiential and applied learning activities. • Students participate in capstone experiences related to sustainability challenges, perspectives, and solutions.	N/A
2.3: Inclusive Knowledge and Multiple Ways of Knowing	C2.S3 Teaching styles include multiple perspectives and voices.	*Evidence shows that activities and pedagogical practices consistently include and support multiple perspectives, values, cultures, and worldviews.*	• Teaching styles in the majority of courses and learning activities in the program demonstrate teacher awareness of multiple perspectives, cultures, and values. • Learning activities include multiple perspectives, cultures, and values.	As stated above, within the pre-test *Intro2TASK* and post-test *Study Guides,* there are articles, videos, websites, and case studies that emphasize transdisciplinary, intergenerational, intercultural, and Indigenous ways of knowing and being. Such resources are designed to be integrated into course readings and assignments. In addition, TASK™ can be used to demonstrate that students have integrated such multiple perspectives, values, cultures, and worldviews into their thinking processes and content knowledge.
2.4: Place-based and Regional Learning	C2.S4 Curricula and experiences are contextualized locally.	*Evidence shows that biophysical and cultural perspectives of place are central to the program, with long-term commitments and activities in the community and natural areas.*	• Program-level learning outcomes include demonstration of awareness of local versus global context and appropriateness of sustainability strategies and practices to different places and locations. • Program courses and learning activities include an invitation to reflect on "place" and local context.	N/A

Core 3: Assessment & Evaluation			**Recommended evidence to be provided:**	**Potential TASK™ Narrative** (Adapt to local contexts, where applicable)
3.1: Ongoing Student Assessment	C3.S1 The program has a plan for ongoing assessment of student proficiency and real-world achievement of program competencies/outcomes.	*Evidence shows that multiple methods, approaches, and tools are used to assess increasing student proficiency and evaluate collective program-level achievement of competencies and learning outcomes. Faculty, students, and other stakeholders participate and review assessments and evaluations.*	• The program has a written plan for ongoing assessment of learning outcomes, including student proficiency and real-world achievement of published program competencies and outcomes. • Results of assessments are shared internally, with publicly available data on relevant aspects such as program completion and time to degree. • At the course level, clear learning objectives, assessment rubrics, and evaluation criteria are shared with students. • External, "real-world" evaluation and feedback are received by students throughout the program.	As a standardized external psychometric test of knowledge, TASK™ is integrated into larger mixed-method strategies of student and program assessment. Pre and post data generated by TASK™ is comparable internally across courses, programs, and year-to-year cohorts. This data is benchmarked externally against discipline-based and global institutional averages. Data is filterable and may be disaggregated by subject, SDG, and type of knowledge. Similarly, and in terms of providing students with ongoing feedback, the TASK™ platform provides each student with a dashboard displaying both individual and cohort-based assessment scores and comparative benchmarks they can use to track their personal progress against other assessment metrics and subsequent deliveries of TASK™.

3.2: Holistic Program Evaluation	C3.S2 Programs use holistic approaches to evaluate program success and leverage information and feedback for continuous improvement.	*Evidence shows that the program has a holistic approach to program evaluation, with multiple measures and methods providing frequent feedback loops for continued program improvement.*	• The program has a published plan or strategy for regular program evaluation and implementation, conducted at least every three years.
			• The program evaluation uses student portfolios and projects as part of the program evaluation, and at least two additional metrics such as:
			  ○ course level data (completion rates),
			  ○ student evaluations,
			  ○ focus groups and advisory boards,
			  ○ community partner input,
			  ○ surveys.
			• The program reports on improvements based on the feedback gained in this process.
				As stated above, as a standardized external psychometric test of knowledge, TASK™ is integrated into larger mixed-method strategies of student and program assessment. Aggregate TASK™ assessment data also helps inform the process of annual curricular and program review, revision, and improvement. As such, TASK™ data constitutes robust and reliable feedback data.

3.3: Faculty Qualifications and Evaluation	C3.S3 Criteria for faculty hiring, evaluation, and promotion include sustainability education.	*Evidence shows that all faculty in the program have ongoing work related to sustainability topics including research and publishing, innovative teaching, service, and/or professional practice (as commensurate with rank and full/part-time status) Programs demonstrate evidence of this in their hiring procedures and tenure and promotion guidelines as well as ongoing engagement in sustainability education.*	• Hiring criteria include whether the candidate has demonstrated ongoing work related to sustainability topics, including research, publication, teaching, service, and/or professional experience related to sustainability. • Evaluation criteria (such as Tenure & Promotion guidelines) include whether the candidate has demonstrated ongoing work related to sustainability, including research and publishing, teaching, service, and/or professional experience. • Expectations, incentives, and support for ongoing engagement are built into program faculty culture.	As a standardized test of sustainability knowledge, TASK™ is designed to inform decision-making at multiple levels and in multiple contexts. As such, TASK™ is useful in generating aggregate and comparative data on the sustainability knowledge of students, faculty, staff, alumni, institutional leadership, and external partners. The possession of single (or indeed multiple) TASK™ certificates by any of these stakeholders is a strong indicator that they engage with sustainability education and are working to extend their own sustainability knowledge. As such, the exercise of taking and re-taking TASK™ may be integrated into faculty training and professional development initiatives and programs. In addition, TASK™ resources such as the *Navigation Charts, Intro2TASK*, and TASK™ *Study Guides* provide substantive support and learning pathways for building sustainability knowledge into faculty professional development and disciplinary culture. See below, 4.1.
3.4: Sustainability Assessment of Students	C3.S4 Clear Expectations and processes for student assessment include formative, summative, and real-world guidance and feedback.	*Evidence shows the use of a variety of assessment methods—from tests on core concepts to hands-on projects—to gain a more accurate and complete picture of what students have learned about sustainability. This approach helps track student growth over time by emphasizing their ability to apply knowledge to real-world challenges.*	• Evidence of multiple forms of assessment. • Expectations for student work in all program courses/learning activities are articulated and shared openly with faculty and students. • Student assessments include formative and summative components.	As an external standardized test of sustainability knowledge, TASK™ is a useful complement to internal assessment processes delivered at the course and programmatic levels. As a test of factual sustainability knowledge, TASK™ also complements self-reported assessment processes related to self-perceived attitudes and values. The flexibility of TASK™ allows it to be used for both formative and summative assessment processes. For example, at the start of each program, formative assessment is instituted when students discover the TASK™ matrix of sustainability knowledge, explore *Intro2TASK* learning resources, take TASK™, and then review TASK™ *Study Guides*. At the end of the year or program, TASK™ is delivered as a summative assessment in which pre- and post-scores are compared.

Core 4: Unit Organization & Focus			**Recommended evidence to be provided:**	**Potential TASK™ Narrative** (Adapt to local contexts, where applicable)
4.1 Program-level Mission Statement	C4.S1 The program has a program-level mission and/or values statement that is consistent with the purpose and values of sustainability education as well as the institution, region, and local cultural influences.	*Evidence shows that a thoughtful process and regular updates, which include multiple stakeholder groups, have led to clear goals and measurable outcomes for a sustainability education program that is distinct from other programs at the institution. Promotional materials and websites use this mission statement to accurately describe the program. The mission may include areas of specialization.*	• The program has a published mission and/or values statement consistent with sustainability education. • Institutions with certificate, associate, baccalaureate, master's, or Ph.D. programs in sustainability have a distinct mission statement for each degree. • Program informational materials include articulation of institutional, regional, and cultural influences and context.	The use of TASK™ constitutes one technique by which the program demonstrates that programmatic goals and student learning outcomes are subjected to measurement and assessment processes.
4.2 Program Director & Resourcing	C4.S2 A qualified program director or team is appointed with adequate fiscal and other resources.	*Evidence shows that an identifiable person (or group) ensures clear leadership. This person or persons provides leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in sustainability. […] Minimum qualifications for the program director are articulated, including the desirability of a doctorate in sustainability as a minimum or desirable qualification.*	• The program has a dedicated director with at least 0.5 FTE, or one course release […] • The program director's funding line is guaranteed for the duration of the accreditation (3-8 years). • The program has a team (or more than one person) supporting the program, and more than one person with an assigned teaching workload in the program. • Program directors participate in governance and leadership activities in parallel with other academic programs.	N/A
4.3: Reciprocal Partnerships	C4.S3 Programs actively foster continuous, coordinated, resourced and reciprocal relationships with community partners.	*Evidence shows long-term and mutually beneficial relationships with community organizations (such as nonprofits, K-12 schools, industry, and governmental organizations) with local, regional, or global benefit. […]*	• Program involves community partners (such as nonprofits, K-12 schools, industry, and governmental organizations) […] • Partnerships are regularly evaluated for benefits to both the program (by program staff) and the partner (by community partner reps). • Partnerships are ongoing; students are regularly involved with the partner organizations, and partner organizations regularly lend advice to guide program development.	N/A
4.4 Informed Student Agency	C4.S4 The program provides pathways, emphases, concentrations, or certificates that allow students to customize their sustainability degree.	*Evidence shows that students receive appropriate guidance early in their program to develop a transcript-worthy concentration or specialization without additional time or cost (embedded certificate, minors, 4+1 bachelor's and master's degrees, etc.). Informal and extracurricular opportunities are also provided.*	• The program has a flexible pathway for students to customize their degree. • The program has options for students to choose an emphasis or focus. • Advisors from within the program and across other programs engage and are available to students (online and/or in person).	N/A

Support 1: Leadership & Mission			**Recommended evidence to be provided:**	**Potential TASK™ Narrative** (Adapt to local contexts, where applicable)
1.1: Sustainability Commitment	S1.S1 The institution has a clear commitment to sustainability.	*Evidence suggests that effective administrative leadership fosters alignment across departments in terms of messaging and the focus of institutional sustainability efforts. Roles, goals, and measurement are supported across multiple stakeholder groups, including the local community and region, academic departments, operations, and research. Markers matter, such as the President's Climate Leadership Commitments Statement, AASHE STARS, and/or Carnegie Elective Classifications.*	• Sustainability education (which may also be described as environmental education, resilience education, climate education, or other) is central to college/school strategic planning, and has clearly articulated metrics and accountability. • Academic programs for sustainability have campus-level oversight, and the program is interdisciplinary (more than one academic unit is engaged). • Meaningful and visible commitments to sustainability are made through participation in one or more sustainability or sustainability-related organizations, credentials, ratings, or memberships.	Launched in 2023, the TASK™ assessment tool and corresponding *Change Leader* program together have become an important marker of institutional commitment to sustainability teaching and learning. Requiring as it does: a) a three-year commitment to deploy TASK™ across a majority of students; b) a non-negligeable subscription cost to gain access to TASK™ tools and resources and; c) administrative, staff, and IT engagement in integrating TASK™ into annual assessment processes—together indicate a substantial and ongoing institutional commitment to sustainability. The very act of partnering with Sulitest in the TASK™ *Change Leader* program constitutes a significant and substantive effort to embed sustainability into programming, assessment, and curricular review.
1.2: Sustainability as a Key Performance Objective	S1.S2: The institution recognizes sustainability as a key performance objective.	*Evidence shows that sustainability education (which may also be described as environmental education, resilience education, climate education, or other) is included in the institution's long-term performance goals and strategic planning.*	THREE OR MORE of the following sources of evidence that the institution includes sustainability in long-term performance objectives: 1. Strategic planning, 2. Operations budgeting, goals, and allocation 3. Research 4. Academic programming 5. Noncredit offerings 6. Hiring criteria and job descriptions 7. Tenure, promotion, contract renewal guidelines.	As stated above, TASK™ and the TASK™ *Change Leader* program require strategic institutional and programmatic leadership support, resource budgeting and allocation, and a commitment to curricular review and revision (as part of academic programming). Moreover, TASK™ succeeds best when corresponding support, training, and professional development for the faculty have been designed and instituted around educating for sustainability. Finally, the considerable data TASK™ generates provides faculty members with multiple opportunities to engage in institutional research focused on teaching and learning processes and outcomes vis-à-vis sustainability on campus. The design and deployment of TASK is premised upon making sustainability a key performance objective within HEIs. As a non-credit initiative that supports life-long and continuous learning processes, the TASK™ *Change Leader* program also allows the program to assess the sustainability knowledge of the program's alumni cohorts on an annual basis, thus providing richer longitudinal data.
1.3: Institutional Culture	S1.S3 Leadership facilitates a supportive institutional culture and sense of belonging.	*Evidence shows that leadership rewards collaboration and innovation in teaching, learning, and research. Faculty and staff receive career support and professional development related to sustainability, as well as the legal, financial, social, and emotional support of leadership to engage with rapidly changing environmental, social, technological, and cultural contexts.*	THREE OR MORE of the following: 1. Sustainability coordinators, sustainability education directors, and sustainability faculty are included in campus programming and events such as new faculty orientation, new student orientation, speaker series, seminars, and student and community events. 2. Clear rewards and incentives exist for teaching in sustainability programs. 3. Interdisciplinary collaborations and opportunities for co-learning, co-teaching, or co-researching are available. 4. Sustainability programs and their directors also support top-level administrative leaders, backing up the leadership and mission of the institution.	Sulitest assessment tools such as the *Quiz* are designed to be integrated into events such as student orientation. The longer 28-item Sulitest *Awareness Test* is effective in introducing students to sustainability and in helping prepare students to undergo the full psychometric test of sustainability knowledge via TASK™. Also, as stated above, the exercise of taking and re-taking TASK™ may also be integrated into faculty training and professional development initiatives and programs. See below, 4.1.
1.4: Local and Global Impact ("Glocal")	S1.S4 Institutional, departmental, and program-level leadership acts to enable local and global impact in sustainability.	*Evidence shows that local and place-based learning is normalized, both in the classroom and in the field. In addition, global citizenship is encouraged through teaching or aligning with Sustainable Development Goals and/or study abroad (or virtual study abroad).*	• The program expresses awareness of and champions the value of local and global impact related to sustainability. • Unit-level leadership (department, school, college) provides and supports opportunities, funding, and data collection for activities with local impact. • Unit-level leadership (department, school, college) provides and supports opportunities and funding, and data collection for activities with global impact.	As a standardized test of sustainability knowledge that has been delivered to over 100k students in 30+ countries (as of September 2026), TASK™ must necessarily focus upon testing knowledge of issues, principles, and concepts that all students should possess wherever they are. Moreover, the 3rd knowledge framework of TASK™ —*Levers of Opportunity*-focuses specifically on high-impact sustainability actions premised upon effecting equitable global solutions. As such, TASK™ provides useful insights about student knowledge of global affairs that can be contextualized within teaching and learning content around local issues.

Support 2: Campus & Community			**Recommended evidence to be provided:**	**Potential TASK™ Narrative** (Adapt to local contexts, where applicable)
2.1: Campus Built Environment	S2.S1 Campus built environment, planning and operations support sustainability education curricula.	*Evidence shows that campus planning and operations staff interface regularly with program faculty, staff, and students.*	• Program goals and outcomes include campus planning and operations, for example: Campus as a Living Lab programs, visits to classes by campus planning/operations staff, and/or capstone projects or internships that involve campus physical plant. • High-performance buildings or sustainability features are visible on campus, and/or renovations have regenerative design goals. • Sustainability program has access to classrooms that support active learning and collaboration; for example, movable chairs, natural lighting, and technology-enabled spaces.	N/A
2.2: Campus Ecological Environment	S2.S2 The campus ecological/biological environment reflects and supports a commitment to preserving, protecting, and regenerating the biological and ecological environment.	*Evidence shows that the living environment is included as part of campus infrastructure, including native plants, trees, gardens, as well as pollinators, insects, and animals. A thriving campus ecological environment provides numerous social, psychological, and health benefits for humans, fostering a sense of connection to nature.*	The campus master plan includes biological/ecological factors including THREE or MORE of the following factors: 1. Chemical use reduction 2. Water conservation 3. Biodiversity and pollinator protection 4. Native plants and landscaping 5. Food gardens.	N/A
2.3: Campus Cultural Environment	S2.S3: The campus cultural environment reflects and supports a future-thinking culture of belonging.	*Evidence, as indicated in surveys, focus groups, and visible campus artifacts, such as bulletin boards and artwork, suggests that multiple stakeholders are engaged and have a positive outlook on campus.*	• Transparency and academic freedom: Campus culture is transparent, and there is an aligned sense of purpose and responsible freedom of expression among faculty, staff, and students. • Future-proofing: Campus culture demonstrates a sense of future-thinking regarding sustainability and climate challenges. • Belonging: A sense of campus belonging is visible; most students, faculty, staff, and community members involved with the campus as a whole would say, "I feel like I belong here. I am excited to engage and learn."	When TASK™ is delivered within an institution-wide and ongoing strategy of assessing all students, faculty, staff, and extended stakeholders, it does contribute to developing a campus culture of sustainability awareness, civic responsibility, and global engagement. Indeed, education for sustainability should take place across all disciplines. Moreover, all institutional stakeholders, whether affiliated or not with sustainability programs, share an interest in building a sustainable future. The use of TASK™ campus-wide helps build such a culture of futures-thinking and social responsibility.
2.4: Impact Assessment	S2.S4 Long-term campus and community impacts are assessed.	*Evidence shows that the campus and program measures what matters to the local community, with consideration of community well-being and long-term resilience planning.*	• The campus/program has a strategy and plan for measuring one or more local impacts. • The campus/program is integrated with county, state, and regional resilience and disaster planning efforts, as well as addressing other specific challenges unique to the geographic region.	While TASK™ is designed to assess only knowledge of sustainability principles, issues, and potential solutions, such a measure does have utility to local communities when used as a complement to local impact assessment processes. Moreover, when TASK™ is extended to community stakeholders, it generates standardized data that institutional and community leaders can use to inform local impact-focused strategies.

Support 3: Student Support			**Recommended evidence to be provided:**	**Potential TASK™ Narrative** (Adapt to local contexts, where applicable)
3.1: Co-curricular Opportunities	S3.S1 All students participate in co-curricular opportunities for networking, leadership, and experiential learning.	*Evidence shows that participation in co-curricular experiences is an integral part of the program. A variety of perspectives and activities are provided with low-cost options. Other departments or campus offices may collaborate on co-curricular programming, but it is directly supportive of sustainability education and careers.*	• Formal service-learning is an option or requirement for most or all students. • Most students participate in clubs or other student organizations. • A resourced faculty advisor is provided for sustainability-related clubs. • Campus student governance and leadership prioritize sustainability (committees, resolutions, events). • Students have invitations to cultural events, such as food and dance. • Additional educational opportunities through workshops, conferences, micro-credentials, and other programs are offered, free or with funding options, to all degree-seeking participants.	Completion of TASK™ generates a certificate that many students insert into their CV and career narratives. The TASK™ *Change Leader* program also allows the program to assess the sustainability knowledge of the program's alumni cohorts on an annual basis. In each case, the TASK™ certificate constitutes a co-curricular micro-credential validating sustainability knowledge outside of formal curricular instruction.
3.2: Career Support	S3.S2 Students develop relationships with employers through career advising to navigate the sustainability careers watershed including developing a sustainability resume, and gaining real-world experience through internship/ externship/fellowship.	*Evidence shows that students have ample opportunities to develop their resume, professional network, and experience through capstone projects, fellowships, practicums, internships, and other workforce-oriented career-building opportunities. In fact, this is a defining characteristic and major draw of the program – connecting to a range of jobs across multiple sectors.*	• All participants have access to advising about career paths specific to sustainability. • Participants are supported in resume or professional portfolio building. • Internships, externships, or fellowships are a component of the program. • The program facilitates student interactions with potential employers. • A required capstone or other project provides real-world experience and authentic performance feedback.	N/A
3.3: Sustainability Skills	S3.S3 Program leadership and faculty stay up to date with technologies, policies, and skills valued by employers; students are required to choose, learn, and demonstrate a personalized skillset.	*Evidence shows that the program is aware of the perceived "sustainability skills gap" and leverages relationships to help students build a personal skill set of practical skills and applications, such as using Artificial Intelligence, ESG reporting, Lifecycle Analysis, and Carbon Cost Accounting. This list of skills changes rapidly, and training may be provided through affiliated workshops, certificates, employer-provided training, or other sources.*	• Mapping & Modeling (STELLA, LCA, participatory modeling, backcasting, and forecasting). • Socio-Ecological analysis and Participatory Action Research (PAR). • Reporting and Assessments (ESG, carbon cost, scenarios). • Data Analysis and Management. • Technology (basic applications, AI, coding). • Hands-On (building, HVAC, solar, agriculture).	Completion of TASK™ generates a time-stamped certificate that many students add to their CV and career narratives to help demonstrate a level of sustainability knowledge above global average scores. Multiple sittings of TASK™ showing improving scores also helps document one's evolving and deepening sustainability skills.
3.4: Recruitment & Financial Support	S3.S4 Financial support is provided to intentionally increase participation in environmental and sustainability careers.	*Evidence shows that active recruitment of new students exists and is transparent, intentional, planned, and fair.*	• The program provides financial support and advising to increase participation, including scholarships and externally-funded support for students. • Program recruiting is transparent about cost and time to completion. • Program remains engaged with alumni for recruiting, mentoring, and networking.	N/A

Support 4: Faculty Support			**Recommended evidence to be provided:**	**Potential TASK™ Narrative** (Adapt to local contexts, where applicable)
4.1: Professional Development	S4.S1 [Not stipulated]	*Evidence shows that program leaders and faculty engage with the wider campus to guide and provide sustainability-related professional development opportunities in the general education curriculum. Formal and informal options are designed with continuity in mind, not just one-off workshops. Models such as Sustainability Across the Curriculum, communities of practice, awards, and grants normalize and incentivize participation across disciplines and programs.*	1. Funding for program faculty to participate in national and international workshops and conferences. 2. Contract, promotion, and tenure guidelines incentivize sustainability-related professional development. 3. Faculty across disciplines have access to upskilling opportunities in areas such as sustainability, climate change, and environmental education. 4. "In-residence" or guest faculty provide new perspectives and content. 5. High Impact Practices, including experiential and place-based learning, are incentivized 6. Continual improvement in teaching practice is valued equally with research and service.	The TASK™ *Change Leader* program provides the institution with teaching and learning resources that faculty members and program leaders access through the TASK™ platform and integrate into professional development initiatives. In addition, Sulitest organizes an ongoing program of online workshops and webinars designed to inform pedagogical strategy, curricular review, and assessment processes related to educating for sustainability. As stated above, TASK™ data helps inform internal processes related to professional development in sustainability education and pedagogy. The goal is to help faculty advance the process of critiquing and revising their own course syllabus and corresponding pedagogy in line with sustainability and the SDGs. Together these professional development techniques and processes help embed sustainability into teaching and learning across the disciplines.
4.2: Incentivizing Interdisciplinary Engagement	S4.S2 Minimum Qualifications and criteria for tenure and promotion reflect and support interdisciplinary engagement in sustainability education.	*Evidence shows that meaningful processes to support inter- and transdisciplinary teaching and advising exist despite disciplinary "silos", workload calculations, time, resourcing, and other obstacles. Team teaching is an example of interdisciplinary engagement, and paying practitioners or community members as teaching partners is an example of transdisciplinary engagement.*	• Interdisciplinary teaching is calculated and factored into the workload. • Course buyouts are transparent and accessible to faculty teaching in and leading sustainability programs. • Campus language, institutional planning, and/or faculty governance bodies recognize definitions of sustainability, inter-, and trans-disciplinarity. • Incentives for interdisciplinary collaboration exist.	The content of sustainability knowledge as defined by the Sulitest matrix and model is by design interdisciplinary, integrating as it does Earth sciences, social sciences, and science-based strategies in complex problem-solving. As such, the aggregate score TASK™ generates for each student serves as an effective proxy for measuring the interdisciplinary range and depth of students individually and in the aggregate. In addition, data generated by TASK™ about student sustainability knowledge (once disaggregated by student level, major, or discipline) provides additional opportunities for interdisciplinary collaboration vis-à-vis institutional research on education for sustainability. By the very nature of the data it generates, TASK™ invites student and lecturers of different disciplines to join in sharing related insights, exploring interconnections, and highlighting systemic causal and consequential interactions across the disciplines.
4.3: Sustainable Workload	S4.S3 Faculty appointments, workload formulas, scheduling, and class sizes (large or small) appropriately consider faculty wellbeing as well as sustainability teaching & learning practices which are interdisciplinary, experiential, and collaborative.	*Evidence shows that faculty wellbeing is considered and prioritized with appropriate workload that includes nontraditional assignments, informal interaction, and "care" work with students (e.g., climate anxiety), as well as learning from students and colleagues in other disciplines.*	• Faculty appointments/assignments in sustainability programs include clear, written expectations for teaching in sustainability programs. • Faculty workload formula is co-created and/or evaluated collaboratively by faculty "home" departments. • Faculty advising is included in workload calculation, with opportunities for informal faculty-student interactions provided. • Non-classroom teaching activities are included in workload calculation: field work, study abroad, weekend field activities, etc.	N/A
4.4: Sustainability & Open Knowledge	S4.S4 Faculty teaching, scholarship, and research includes, values, and supports Collaboration and Open Knowledge Practices.	*Evidence shows that the program, in particular, and the institution, in general, support a movement toward scholarly collaboration and sharing of information and resources through Open Knowledge practices.*	• Program faculty contribute to sustainability research and scholarship (including disciplinary, transdisciplinary, and scholarship of teaching and learning) through Open Source publications. • Courses use or consider open-access texts, and the campus incentivizes the conversion of faculty content into open-access texts. • Core texts are shared in the syllabus, and faculty can choose or recommend them.	N/A