

The background of the slide is a dark, textured surface. On the left side, there is a vertical strip of green fern fronds. At the top, there is a horizontal strip of green fern fronds. In the bottom right corner, there is a small, square inset image of green fern fronds.

Higher Education for Sustainable Development in the U.S. – Trends, Resources and Opportunities for Faculty



Debra Rowe

President

**U.S. Partnership for Education for
Sustainable Development**



US PARTNERSHIP

DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT
UNITED NATIONS DECADE (2005-2014)



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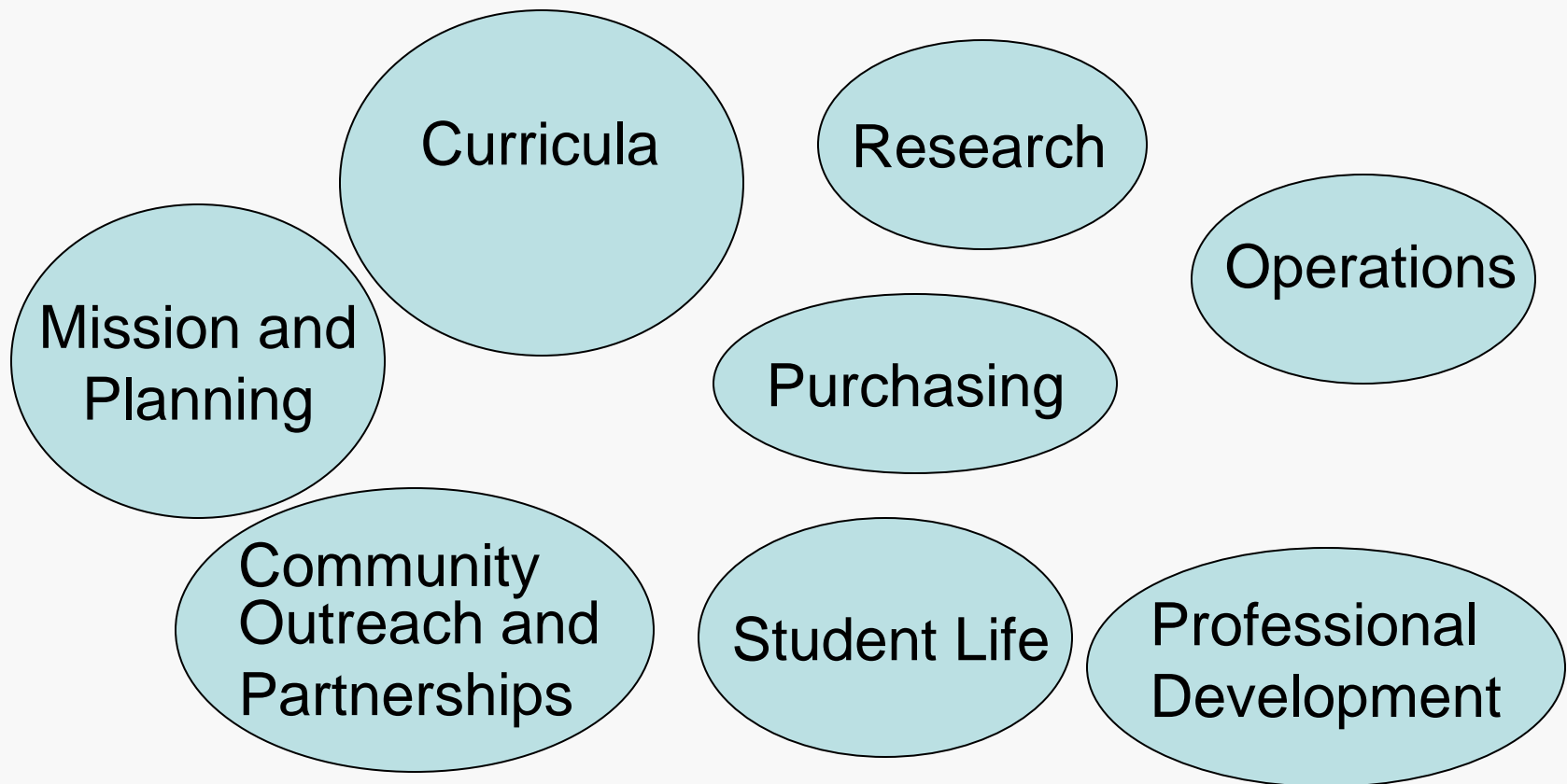




Today's Topics

- Part I **Examples of Educating for Sustainable Development**
- Part II **Trends**
- Part III **Examples**
- Part IV **Resources**
- Part V **Next Steps for Courses**
- Part VI **Next Steps for Institutionalizing Sustainability in Curricula and Other Areas of the College**

For higher education, Sustainable Development integrated into:



Plus legislation and media for the public

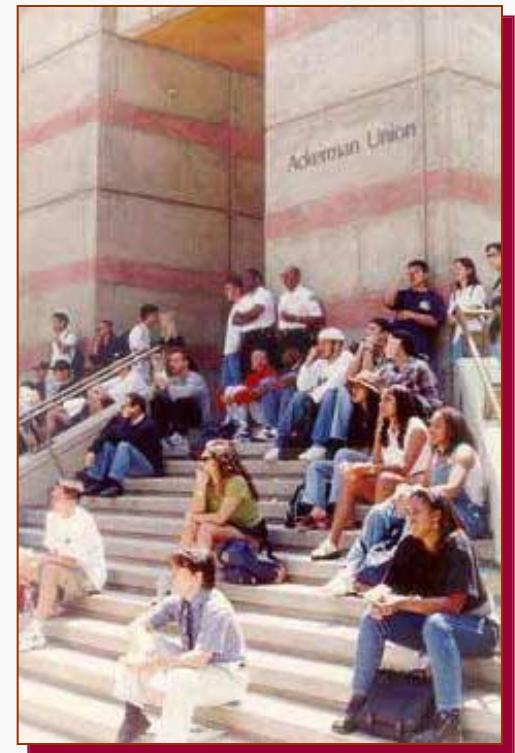


KEY THRUST

Change norms so all students and the community become:

- environmentally responsible
- socially responsible
- economically responsible

Creating sustainable abundance
and higher quality of life



Key places to place sustainability and institutionalize it:

- **Mission**
- **Strategic Plan**
- **Budget**
- **Orientation**
- **Campus Map and Signage**
- **Building Policies**
- **Operations and Purchasing Policies**
- **Student Life**
- **Residential Living**
- **Infused throughout curricula**
- **First Year Experience**
- **Gen Ed Core**
- **Curricula Review**
- **Community Partnerships**
- **Workforce Developmt**



Resources Used

- AASHE Bulletin (weekly, free)
- AASHE Digest (annual digest of news stories by topic)

Curriculum



A decorative border at the top of the slide featuring green fern fronds.

Curricular Initiatives

- Programs, Degrees, Institutes, Centers
 - Ex: Arizona State U – PhD in Sustainability
 - Ex: Duquesne U – MBA in Sustainability
 - Ex: Washington State U – B.A. in Organic Agriculture
 - Ex: U Minnesota – Minor in Sustainability
 - Ex: Coastal Carolina U – Center for Campus & Community Sustainability
 - More very day, including community colleges (ex. – OCC certificates in Renewable Energies and Sustainable Living, other comm. Colleges – minors and majors in Sustainability)



Curricular Initiatives

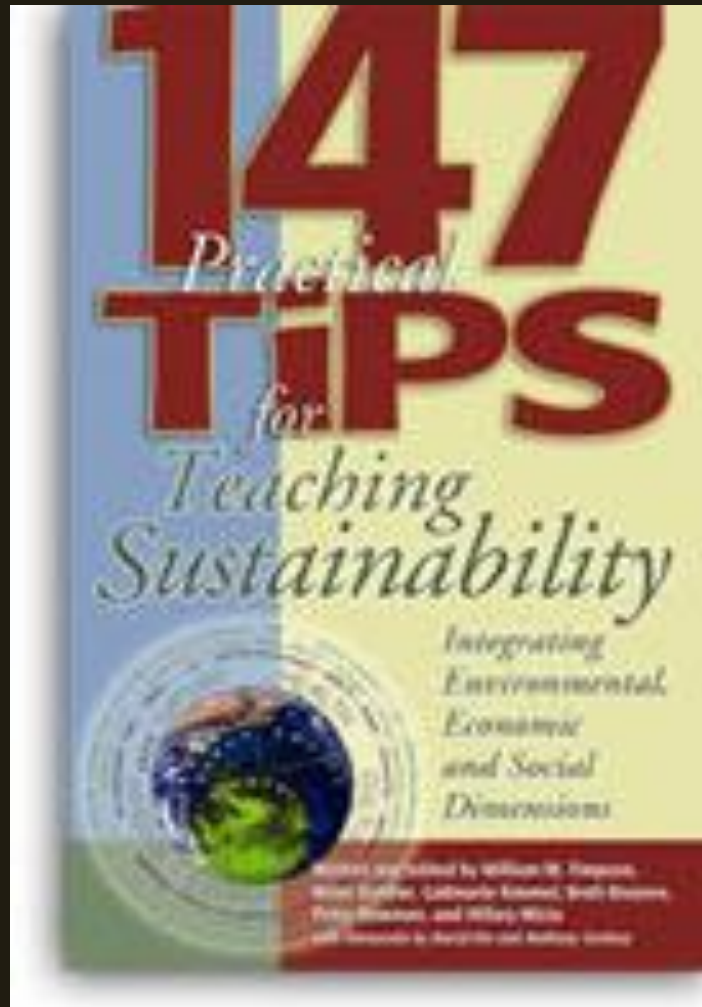
- In General Education Core
 - Ex: Oakland CC, Miami Dade, Maricopa, many more
 - Ex: Minnesota Colleges & Universities
- Infused Throughout Curriculum
 - Ex: Chandler-Gilbert CC
 - Ex: Emory U – Piedmont Project
 - Ex: Corning Comm. College
- Interdisciplinary Assignments – Ex. Students creating Positive Future Fairs
- Interdisciplinary Sustainability Faculty
- S in the schedule of classes and a concentration



Key EFS Ideas

- Making *invisible* impacts *visible*
- Practicing sustainability on campus and in external communities, connected to student learning, and focusing on how to be systems thinkers and effective change agents
- Involve all disciplines – Use the following:
“Each discipline has a unique contribution to make to educating students for a sustainable future. “

Curriculum & Academics



Curriculum & Academics

Use national and international resources

[Academic Guidance Document from ACUPCC](#)

Earth Charter!

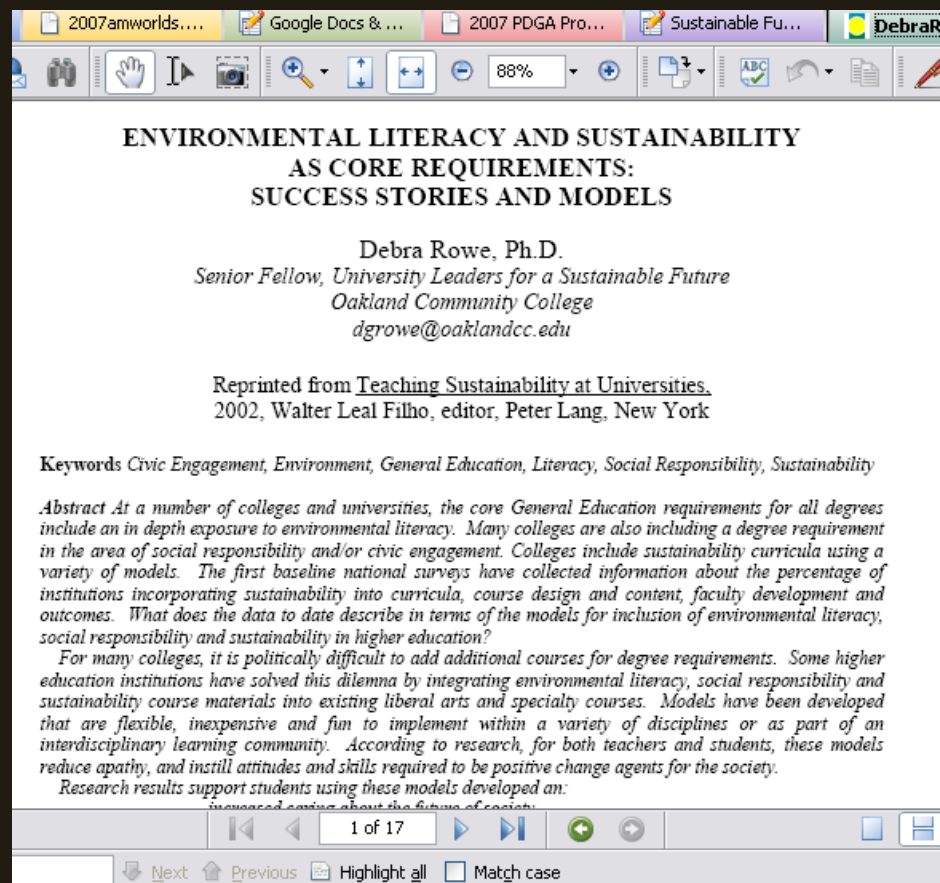
www.earthcharter.org

AASHE (click on Resources)

www.aashe.org

Curriculum Success Stories

www.ncseonline.org/EFS/DebraRowe.pdf





Learning Outcomes

1. Each student will be able to define sustainability.
2. Each student will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability.
3. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.
4. Each student will be able to explain how systems are interrelated.

The background of the slide features a close-up, slightly blurred image of green fern fronds. The fronds are layered, with some in sharp focus in the foreground and others receding into the background, creating a sense of depth. The lighting is soft, highlighting the texture of the leaves.

Learning Outcomes

5. Each student will learn change agent skills.
6. Each student will learn how to apply concepts of sustainability to their campus and community by engaging in the challenges and solutions of sustainability on their campus.
7. Each student will learn how to apply concepts of sustainability globally by engaging in the challenges and the solutions of sustainability in a world context.



Strategies may include:

1. Development of educational modules on change agent skills to be distributed for use by educators;
2. Involvement in: campus, community, state and national policies (e.g. city council, county council, Board of Trustees);
3. Real world, problem based learning in curricular and co-curricular settings;
4. Participation in political campaigns;
5. Service and service learning experiences beyond symptoms

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Assignments may include:

1. Modify the institution's and student organizations' practices, mission statements, and constitutions;
2. Utilize student governance structures to request compliance with LEED and other sustainability standards;
3. Awareness raising campaigns;
4. Letter writing campaign and implementation project for sustainable practices in dining services unit on campus;
5. Work with campus facilities/grounds units to assess and improve current practices;
6. Work with facilities and business office to create more sustainable operations and standards;

Assignments may include:

7. Social Science Course? Organization of community recycling and reduced toxins program;
8. Environmental Science course? Environmental impact statements from campus student governance groups;
8. Marketing Course? Carpooling and energy conservation behavior campaigns;
10. Facebook groups;
11. Curricular “change” projects;
- 12 Journalism course? Utilize campus and local media – Media Strategies for Sustainability.

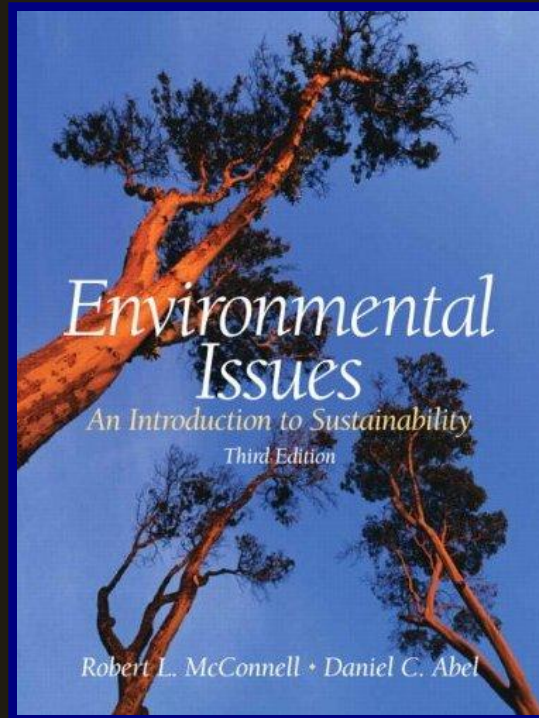


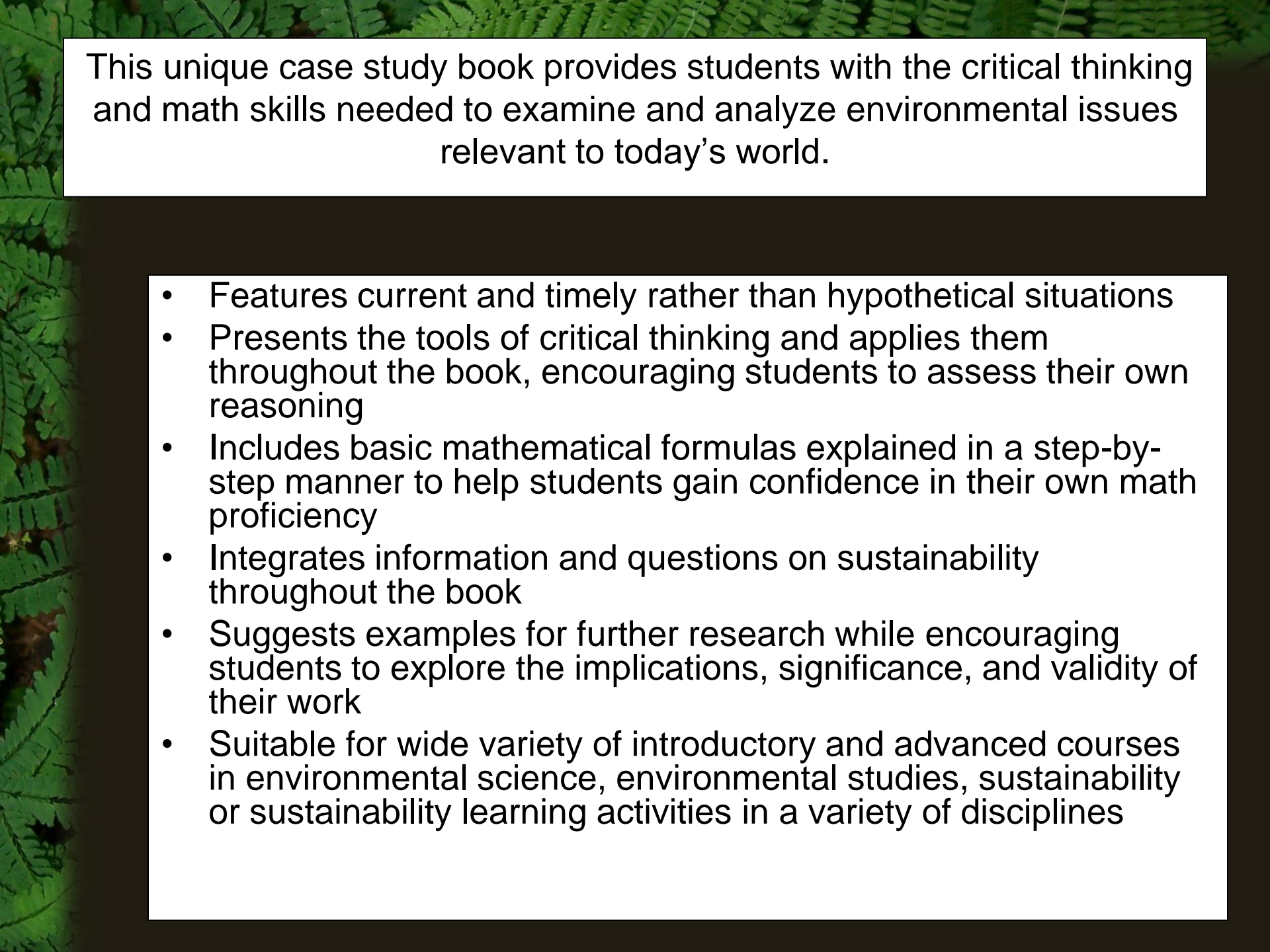
Assignments may include:

- 13. Finance or Accounting Course? Life cycle full cost analysis.
- 14. Economics Course? Analyze what national policies are needed for a sustainable future.
- 15. Public Affairs Course? Educate legislators about the above policies.
- 16. Business or Management Course? Work with local businesses to create sustainable practices.
- 17. Writing course? Write sustainability oriented grants for non-profits

Reference:

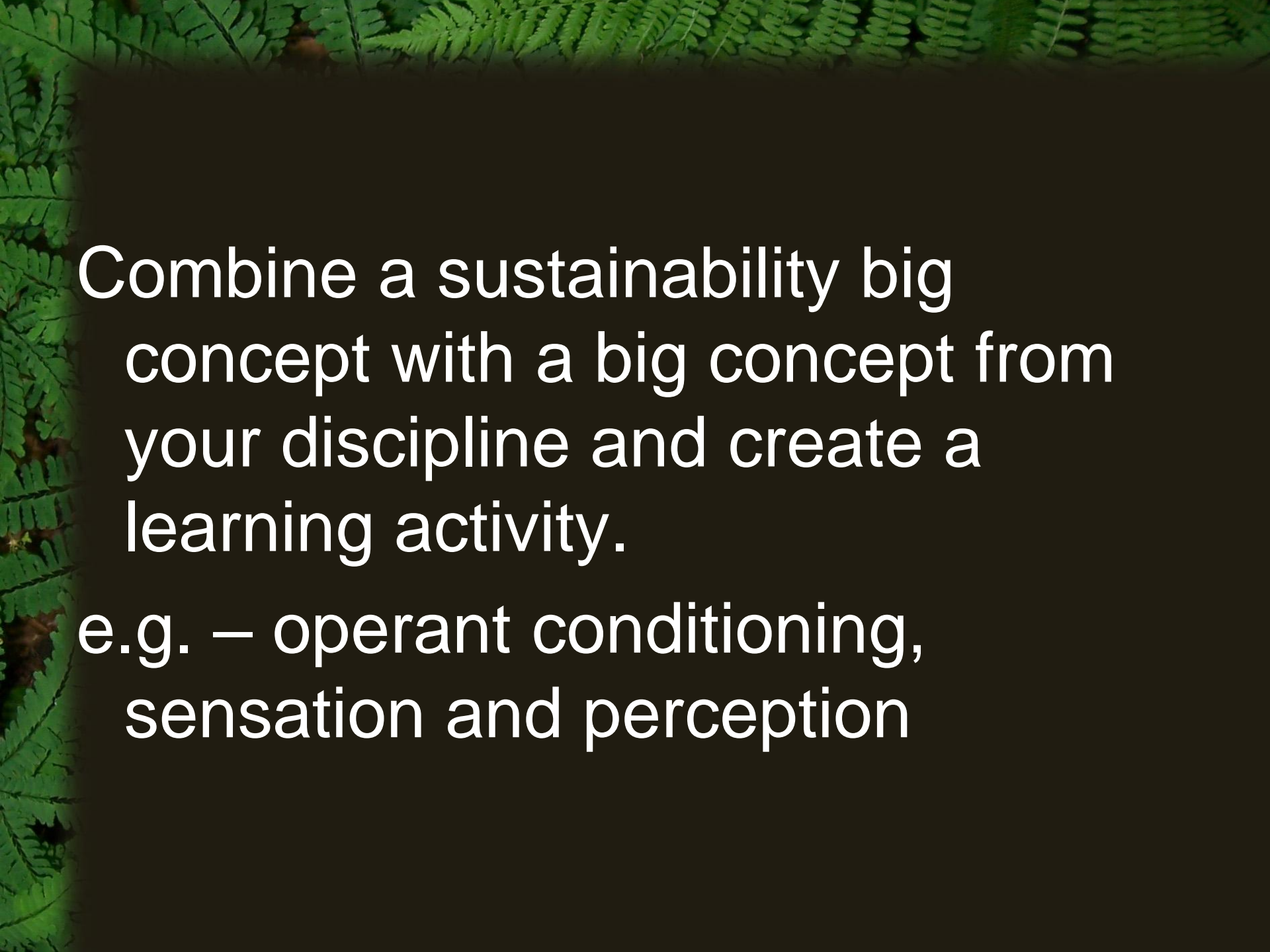
McConnell, R.L. and D.C. Abel. 2008. *Environmental Issues: An Introduction to Sustainability*. Pearson Prentice Hall, Upper Saddle River, N.J., 338 pp.





This unique case study book provides students with the critical thinking and math skills needed to examine and analyze environmental issues relevant to today's world.

- Features current and timely rather than hypothetical situations
- Presents the tools of critical thinking and applies them throughout the book, encouraging students to assess their own reasoning
- Includes basic mathematical formulas explained in a step-by-step manner to help students gain confidence in their own math proficiency
- Integrates information and questions on sustainability throughout the book
- Suggests examples for further research while encouraging students to explore the implications, significance, and validity of their work
- Suitable for wide variety of introductory and advanced courses in environmental science, environmental studies, sustainability or sustainability learning activities in a variety of disciplines



Combine a sustainability big concept with a big concept from your discipline and create a learning activity.

e.g. – operant conditioning, sensation and perception



Discipline Contributions

- What are the unique perspectives/contributions that your discipline can bring to sustainability challenges and solutions?
- Please write up 1-2 paragraphs on this right now (if time allows.)

Business Courses – Resources on Sustainability

- The [Aspen Institute: 2008-2009 Guide to Socially Responsible MBA Programs](#). The new global guide provides an overview of how MBA programs bring environmental, social, and ethical issues management into their curricular and extracurricular programs.
- **Principles for Responsible Management Education (PRME)** provide framework for academic institutions to advance corporate social responsibility through the incorporation of universal values into curricula and research. The PRME is coordinated by a Steering Committee constituted of the Association to Advance Collegiate Schools of Business (AACSB International), the European Foundation for Management Development (EFMD), the Aspen Institute's Business and Society Program, the European Academy for Business in Society (EABIS), the Graduate Management Admission Council (GMAC), the Globally Responsible Leadership Initiative (GRLI), Net Impact and the United Nations Global Compact.
- [Beyond Grey Pinstripes](#) is a biennial survey and alternative ranking of business schools. Our mission is to spotlight innovative full-time MBA programs that are integrating issues of social and environmental stewardship into curricula and research.


Sustainability oriented business-teaching materials and resources:

- [CasePlace](#) - resource for up-to-date case studies, syllabi and innovative teaching materials on business and sustainability— from corporate governance to sustainable development.
- [World Business Council for Sustainable Development](#) - (WBCSD) is a CEO-led, global association of some 200 companies dealing exclusively with business and sustainable development
- [BELL Teaching Case Studies](#) - BELL teaching cases explore sustainability related business challenges and capture business decisions that identify environmental challenges as business development opportunities.
- Natural Step Case studies
 - [Scandic Hotels](#)
 - [The Co-operators](#)
- [Center for Sustainable Systems – case studies](#)
- [Entrepreneurs for Sustainability - Success Stories](#)
- [Net Impact Guide to Social & Environmental Issues in Business Programs](#)
- Global Lens – University of Michigan

International Federation of Accountants

For example, in dealing with carbon emissions, professional accountants should understand (a) its strategic importance for the organization, (b) the internal management and measurement perspective, (b) the external reporting of carbon emissions, and (c) the engagement with wider stakeholders in considering an organization's long-term carbon footprint.

<http://web.ifac.org/sustainability-framework/overview>



Many more resources at the Disciplinary Associations Network for Sustainability:

<http://www2.aashe.org/dans/resources.php>

Community Partnerships via Academic Assignments



Student Life and Academics working together!!





Campaigns

- Campus Climate Challenge
 - 30+ youth organizations for clean energy
 - MTV/ThinkMTV Break the Addiction campaign
- Sustainable Living
 - Eco-Reps, peer-to-peer sustainability outreach campaigns
- Student Green Fees
 - Renewable energy; sustainability projects
- Fair Trade (coffee, tea, sugar, choc.)
- Divestment (ex: Sudan)



Competitions, Awards and National Activities

- Recyclemania - 200+ campuses
- NWF Chill-out annual video competition and Campus Ecology Fellows
- Campus Sustainability Day
- AASHE Student Award
- National Teach In
- Powershift

Governance & Management Student Services

Terry (414)

Gas prices are budget busters for man...

ACPA - Sustainability

Core Councils
Research
ACPA Foundation
Statement of Ethical Principles
Partnerships

What is this?

How does sustainability reflect ACPA's core values?
Among ACPA's stated core values are the following:

- Education and development of the total student;
- Diversity, multicultural competence and human dignity; and
- Free and open exchange of ideas in a context of mutual respect.

ACPA is committed to the advancement of healthy and sustainable communities throughout the world. By supporting college student educators and the work they do with students, ACPA's core values will help solidify the action steps taken to achieve the mission of HEASC. By advocating the total development of students, ACPA plays a key role in the consortium by emphasizing the student development approach to teaching and learning with the national higher education community.

What is ACPA doing to support sustainability?

- The Association for the Advancement of Sustainability in Higher Education (AASHE) presented its first annual Campus Sustainability Leadership Awards in October, 2006. A representative from the ACPA Sustainability Task Force served on the selection committee. [View the list of winners.](#)
- ACPA is working on the development of a toolkit for college student educators. This electronic resource will serve as a step-by-step guide to help educators and their campuses begin their efforts to involve students, faculty, staff, and even community residents in collaborative sustainability activities. Now, you can download the sustainability flyer to sign up student groups on your campus! You can also download ideas for campus activities that support and educate about sustainable living.
- This website is also a way for ACPA to provide you with a variety of resources that you can use on your campus.

The three components of sustainable development

College life helps provide students with knowledge to make positive impacts in their personal and professional lives. By engaging in campus activities, students improve society by making more environmentally and socially responsible choices. These activities help create more flourishing ecosystems, healthier communities and stronger economies.

Creating a Sustainable Future for All

"Sustainability is achieved when all people on Earth can live well without compromising the quality of life for future generations." (for edu. org)

The following student groups are all working toward creating a more sustainable future:

This message was mailed to [personality](#)

ACPA
College Student Educators International

EDUCATION FOR SUSTAINABLE DEVELOPMENT
Educating college students to ensure a future with a healthy environment, social justice, and strong economies.

The United Nations declared a Decade of Education for Sustainable Development (2005-2014) to promote the local and global acceptance of principles of "sustainable development." ACPA is taking a leading role in a national initiative to help create the U.S. higher education response to the United Nations Decade of Education for Sustainable Development. This document provides the background on education for sustainable development, the role of U.S. higher education, and what individuals, institutions, and ACPA can do to work towards a sustainable environment, an equitable society, and a strong economy.

What is Sustainable Development?
From the 1987 Brundtland Commission, the most common definition of sustainable development is "meeting the needs of the present without compromising the ability of future generations to meet their own needs." In 2003, Dr. Rolf Jucker further illuminated the idea: "Sustainability is achieved when all people on Earth can live well without compromising the quality of life for future generations." (Rolf Jucker, 2003, UNESCO Teaching and Learning for a Sustainable Future: A Critical Reflection, Transgenic, Vol. 10 No. 2).

The vision of sustainable human society resides in the simultaneous and synergistic creation of economic growth and equity, conservation of natural resources and the natural environment, and sustainable social development and social justice. It is often visually represented as follows:

The three components of sustainable development

U.S. Responsibility in Sustainable Development
There is an urgent need for U.S. higher education to advocate for sustainable development. The extent to which we, the people of the United States, adopt and embrace the principles of sustainable development may determine the quality of life that our country and all humanity enjoys in the decades ahead. Around the world, billions of people seek what we have. As 5% of the world's population, we consume 28% of the world's resources. The Earth simply cannot tolerate billions of people following the path we chose. Now, as responsible leaders, we must demonstrate new paths to economic prosperity which do not compromise our future. Many U.S. citizens do not know that:

- We are exceeding the carrying capacity of the planet. (www.nyfcpoint.org)
- The ecosystems are degrading. (<http://www.worldwatch.org/topics/nature>)
- The U.S. has approximately 5% of the world's population and is consuming 28% of the world's resources.
- We are economically reducing human suffering, environmental degradation and social injustice now.

ACPA
College Student Educators International

ACPA main sustainability page, student flyer, primer, list of possible campus activities, and chart of learning outcomes!

ACPA
College Student Educators International

ACPA's Presidential Taskforce on Sustainability

Tool Kit for Creating a Better World:
Ideas for Campus Activities that Support and Educate About Sustainable Living

A. Visuals to Educate about Sustainability

- Have a poster session at a prominent campus location(s) – share what good work the campus is doing and generate new ideas by collecting suggestions and volunteers
- Build a community organic garden (plant a seed)
- Develop a bio-diesel demonstration, use the fuel locally
- Make papercrete frames (branches)

ACPA College Student Educators International – Sustainability Taskforce
Student Learning Outcomes
November 16, 2006

Student Outcomes:	Dimensions of Outcomes (Competencies):	Possible Developmental Experience for Learning (Strategies):	Bodies of Knowledge for Educators:
1. Each student will be able to define sustainability.	<ul style="list-style-type: none"> Understand the definition of sustainability Understand how concepts of sustainability are connected to issues of social justice, the environment, and the economy. Explain these concepts on local, national, and international levels. Become aware that all ecosystems are degrading and where to go for information about this. (www.worldwatch.org) Become aware that we are exceeding the carrying capacity of the planet, with the U.S. having 5% of the world's population and consuming 28% of the world's resources. If everyone lived like we do in the U.S., we would need 4.5 planets. (www.nyfcpoint.org) 	Science hall programs; FYE and orientation programs; campus speaker series; bulletin boards; service and service learning experiences; curricular and co-curricular collaborations (e.g. general education outcomes and infusion throughout the disciplines - first year community reading book); town hall forums; study and service-based experiences; film series; speaker series; media festivals; information in campus media outlets; office of multicultural affairs; diversity programming; curricular projects.	
2. Each student will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability.	<ul style="list-style-type: none"> Self-reflect on values and habits. Identify personal values and understand these values within the context of a larger society. Understand how personal choices and habits can affect sustainability. Understand implications for economic growth and equity: (Foster responsible long-term growth while ensuring that no nation or community is left behind.) Gain knowledge of the effects of individual level, community level, national level and international level choices on ecosystems and human suffering. 	Science hall programs; orientation and FYE activities; one-on-one conversations with student affairs staff members; service and service learning experiences; programs sponsored by campus faith-based organizations and offices; curricular projects.	

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Making Sustainable Development Part of the Professional Norm

Share with other faculty and staff:

- * informational resources on web pages
- * books – reading club – Plan B!!
- * participate in monthly AACCC calls
- * workshops
- * community of practice
- * more – lunch club at Emory



Systemically integrating
sustainability into higher education

Core Questions for Next Steps

1. What can we implement immediately?
2. What are the key strategic actions we can take to shift to a sustainable institution and society?
3. What are the multiple ways you can empower others and create a culture of sustainability?
4. How can you institutionalize these efforts?

Changing the norms!



Strategies:

1. What are your barriers?
2. Let's discuss the solutions!
3. What are your potentials?
4. Let's discuss the strategies to get there.
5. What else?



The Power of What You Do



*We can choose a
sustainable future*





Questions or Comments?



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Let your enthusiasm show!