

Date: 9:00 am April 13, 2016,

Attendance: Mignone, Pothering, Keller, LaVasseur, Hettinger, Hansen, Finnan, Cabot, Jones Guest: Roof

Date: 1 pm April 14, 2016

Attendance: Mignone, Keller, Pothering, Ciarcia, Finnan, Wright, Cabot, Jones

Both days were devoted to turning the items generated throughout the previous meetings into a QEP curricular/co-curricular report passed onto the Steering Committee on April 15, 2016. We began with the following list of generated curricular/co-curricular items and concluded with the report.

## **CURRICULAR**

### ***FYE Synthesis Seminar***

- *Create a new module on sustainability is the FYE Synthesis Seminar. Peer Facilitators can be shown how to introduce sustainability debates to their students. A quiz or exercise can be administered within the Seminar to assess student learning.*

### ***FYE Courses***

- *FYE courses (Seminar or linked courses)*
- *One way to encourage the increase in the number of FYE courses focused on a topic related to sustainability is to create a workshop. The workshop should build on the initiative currently underway. A sustainability steering committee (see co-curricular) would conduct meetings to develop courses, identify a research agenda and conduct community-based research. Arizona State University serves as a model worth exploring in terms of connecting courses with topics related to sustainability. The steering committee would link interested instructors to faculty who have created such courses.*
- *Specific student learning outcomes related to sustainability could be tracked through all the offerings.*

### ***General Education Courses***

- *General Education courses created or adapted within the requirement areas labeled using the following criteria:*

### **Sustainability Courses**

- 1) *Foundational courses in which the primary and explicit focus is on sustainability as an integrated concept having social, economic, and environmental dimensions. Obvious examples include Introduction to Sustainability, Sustainable Development, and Sustainability Science, however courses may also count if their course descriptions indicate a primary and explicit focus on sustainability.*
- 2) *Courses in which the primary and explicit focus is on the application of sustainability within a field. As sustainability is an interdisciplinary topic, such courses generally incorporate insights from multiple disciplines. Obvious examples include Sustainable Agriculture, Architecture for Sustainability, and Sustainable Business, however courses may also count if their course descriptions indicate a primary and explicit focus on sustainability within a field.*
- 3) *Courses in which the primary focus is on providing skills and/or knowledge directly connected to understanding or solving one or more major sustainability challenges. A course might provide knowledge and understanding of the problem or tools for solving it, for example Climate Change Science, Renewable Energy Policy, Environmental Justice, or Green Chemistry. Such courses do not necessarily cover “sustainability” as a concept, but should address more than one of the three dimensions of sustainability (i.e. social wellbeing, economic prosperity, and environmental health).*

### **Courses that include sustainability**

- *A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.*
- *As an example: While a foundational course such as chemistry or sociology might provide knowledge that is useful to practitioners of sustainability, it would not be considered to be inclusive of sustainability unless the concept of sustainability or a sustainability challenge is specifically integrated into the course. Likewise, although specific tools or practices such as GIS (Geographical Information Systems) or engineering can be applied towards sustainability, such courses would not count unless they incorporated a unit on sustainability or a sustainability challenge, included a sustainability-focused activity, or incorporated sustainability issues throughout the course.*

### **Topics Courses**

**Topics courses** provide an opportunity to offer sustainability themed courses, without the approval process required of new courses. Rationale: For existing

*courses whose faculty choose to incorporate sustainability themes, if the addition of sustainability applications/themes represent a significant change, then those courses would require course modification approval: departmental, school, curriculum committee and senate approval. However, topics courses allow several repeats before the course would need to become permanent and approval required. Such a course would be categorized as a Sustainability Course or a course that Includes Sustainability according to the above following criteria.*

### **Undergraduate Certificates**

*Student subcommittee provided the following input:*

- *Most large companies are working to improve their sustainability performance. Many small companies already have some sustainability mission. Certificates related to sustainability could be a form of credentialing indicating a focus on some aspect of sustainability within an existing major.*
- *“In the 2014 Sustainability Report, new research by MIT Sloan Management Review, The Boston Consulting Group and the UN Global Compact, shows that a growing number of companies are turning to collaborations — with suppliers, NGOs, industry alliances, governments, even competitors — to become more sustainable. Our research found that as sustainability issues become increasingly complex, global in nature and pivotal to success, companies are realizing that they can’t make the necessary impact acting alone.”*  
<http://sloanreview.mit.edu/projects/joining-forces/>
- <http://sloanreview.mit.edu/big-ideas/sustainability/>
- *Research committee can probably find some data on the impact of sustainability education in regards to employment*
  - *Additionally they can probably find data on the need for complex problem-solving and interdisciplinary group work – both for employment and grad school acceptance, and of course make for better citizens*
  - <https://www.greenbiz.com/blog/2014/06/11/are-sustainability-degrees-worth-it>

- These certificates could be “paired” with appropriate academic programs to help augment skills that aren’t addressed in detail through coursework
  - A major emphasis should be on systems thinking and problem-solving, which would be good augments to any program.
- Aligning these certificates with nationally recognized certifications would help with student buy-in and also help with any “what does this certificate mean” concerns. – Example of Certified Health Education Specialist (CHES) exam for public health majors was given. LEED (Leadership in Energy and Environmental Design) certification is another example.
  - <http://www.sustainabilityprofessionals.org/sustainability-professional-certification>
    - <http://www.aashe.org/highlights/press-releases/aashe-supports-creation-sustainability-certification-through-issp>
      - This suggests that the ISSP certificate might be the best route
- A few examples of others (nowhere near exhaustive):
  - <http://mitsloan.mit.edu/sustainability/sustainability-certificate>
  - <https://www.extension.harvard.edu/academics/professional-graduate-certificates/sustainability-certificate>
  - <http://www.colorado.edu/sustainablepractices/certificates>
  - <http://www.sustainabilityma.org/certification/>

### **Internships/Service Learning**

- Internships should be sought out through links to community sustainability involving local industry, government and NGOs. A sustainability advisory committee (See Links To Community Sustainability under Co-Curricular) could be helpful in creating links and cultivating opportunities for internships.

### **Study Abroad/Alternative Spring Break**

- Study abroad/civic engagement (such as the “Living Labs” available through Amrita University in India), alternative spring break, would provide means for skill building in real world situations with real world impact.

## **CO-CURRICULAR**

### **Sustainability Boot Camp**

- Orientation Sustainability Boot Camp. Target resources to EXPAND the current sustainability boot camp. The current camp is offered during Welcome Week and attracts about 30-40 students to a single program. Not only first-year students have attended the boot camps to date.

### **Problem Of The Year/C of C Solves**

- *Events – have a problem of the year and events scheduled throughout the year which illustrate how the problem relates to the concepts linked to sustainability, e.g., water*
- *The problem could be selected by student vote the previous spring semester*
- *Convocation could set the stage for the discussion.*
- *Create a College Solves committee to be a companion to and work with the College Reads committee*
- *Alternative Break trips could be designed to address the problem but in other settings*
- *The College Activities Board (CAB) would be encouraged to devote most of its programming dollars to speakers/programs, which match with the problem.*
- *Modify one of the student learning outcomes affiliated with this strategy to monitor learning for in-coming students only and not all students. This modification makes sense given that the first-year students are more likely to attend the events and be exposed regularly to the conversation.*
- *Host competitions for solutions to the problem of the year. It could be something that starts at the department level, works through the schools then a big finale competition.*
  - *A motivator for participation could be prize money for both students and faculty advisors (or some kind of award instead). The money would need to come from donations. It would ideally be a named endowment.*
  - *The big finale competition should be something promoted to not just campus but the Charleston community as well, especially key stakeholders related to the problem.*
  - *Depending on the level of availability, students/teams winning at the school level (or earlier if possible) could be matched up with a community stakeholder as a mentor. This would help improve the outcomes, as well as provide a good connection to the community. Mentors would be organized via the hub. (See also Global Scholars Program, which uses faculty and staff as mentors)*
  - *Competition would be organized by the hub (Goals 2 & 5) and be promoted at convocation and other events. Space and tools at the hub could be utilized by students competing.*
- *Expedite generating the theme of our Problem/Solution for year 1 and 2 of the QEP. Years 3, 4, and 5 can be voted on by faculty and students if need be, but given campus meetings I've been having, specifically with marketing and the Halsey, it would greatly aid the QEP process if we could generate the theme of year 1 and 2 by the end of this month. For example, the Halsey is planning their programming 2 years out, and they very much are willing to help with the QEP, so they would like to know the theme ASAP. I would appreciate if the attached*

*list can be sent to the curricula/co-curricular subcommittee, with a request of everyone to read through it and vote on their top 2 ranked preferences of the themes attached. This does 2 things: 1) allows us to embed the theme within existing best-practice literature; and 2) lets us build on what academia, broadly, is discussing in terms of sustainability. If someone wants to write-in a theme that is not represented on this list, they may do so as well. If committee members can email me directly their choices by Monday the 28<sup>th</sup>, noon, that would be great. If you would rather start the next subcommittee meeting by passing this list out, and letting everyone rank it while present and collect the document with it ranked, that is another option, too. Please advise.*

### **College Reads/Convocation**

- *Convocation serves as a likely foundation upon which to present sustainability topics. For at least four years, the working with College Reads Committee convocation would have themes related to Sustainability so that students become aware of sustainability as an issue the College take seriously and they will have opportunities to contribute to.*

### **Student Organizations/Peer to Peer Learning**

- *Support for sustainability student organizations*
- *Expand and assess the current training RAs receive from the Office of Sustainability. This effort could prompt the Residence Hall Associations to push beyond the current focus on recycling.*
- *The Office of Sustainability should continue to offer student organizations the opportunity to apply for project funding and continue its relationship with the fraternities and sororities – each chapter selects a student liaison with the Office. More information is needed about these efforts.*
- *Student Life mandates that all student organization leaders attend an annual student organization Summit in order to access their budgets and reserve space on campus. Sustainability concepts can be introduced at the Summit and financial incentives created to encourage group collaboration around the QEP topics, e.g., access to funds in the SGA Contingency Fund.*
- *CAB and other departments could offer a movie series each year.*

### **Speakers/Events/Competitions**

- *Social networking events*
- *Events are much more likely to support other students in their efforts or events as opposed to workshops or events provided through campus offices or centers.*

- *Peer-to-peer and word of mouth forms of advertising were thought to be the most effective.*
- *This relies heavily on passionate and influential people.*
- *Making some of these workshops student led or student facilitated would help to draw in students and students facilitating workshops could earn credit towards any certificates such as leadership/project management etc..*
- *Gear or prizes for those who lead or complete a certain number could also help attract participants.*
- *If there is some kind of “passport” students would need to participate in some workshops, which would be another motivation/attraction*

### ***Workshops/Seminars/Course Infusion/Exchanges Between Classes/Research***

- *Workshops to train faculty in order to infuse sustainability in new and existing courses.*
- *Seminars on teaching ideas, materials and development of assessment; hosting training seminars; connecting faculty across disciplines. This could be in conjunction with TLT.*
- *facilitate faculty exchanges between classes, to help locate colleagues in for example the Natural Sciences that may research the environmental-element of sustainability, and have them give a talk to a class in LCWA (or other Schools) about their research as it relates to the country/region being covered in the LCWA class in order to help inform the students about what they are reading.*
- *Foster faculty and student research*

### ***Institutional Commitment To Sustainability Practices***

- *An institutional commitment to some sustainable practices will create a broad impact even if the initial actions are fairly narrow in scope or few in number. Students and employees will appreciate and come to understand the broad impact of the selected contributions and changes to operations. The permeation of sustainability literacy should be detected in students’ coursework after a few years.*

### ***Links to Community Sustainability***

- *Establish links to government sustainability efforts and programs. Charleston was chosen to pilot sustainability by the federal government (Steve Jaume)*
- *Establish links to local industry either directly involved in sustainability or indirectly through internal sustainability efforts and awareness/sensitivity with their products and services.*
- *Establish a community advisory board.*

## Summary Graphic of the Curricular and Co-Curricular Sustainability QEP



### Initial Implementation Coordination and Support Structure

Steering Committee

QEP Director

Eventual Coordination and Support Structure For Institutional Resilience

Sustainability HUB