A Plan for Deepening Sustainability Education and Scholarship at the University of Alberta

2016-2020

Draft Document

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“Sustainability is the process of living within the limits of available physical, natural and social resources in ways that allow the living systems in which humans are embedded to thrive in perpetuity.”

- Academic Advisory Committee Working Definition, Office of Sustainability, 2010
# Table of Contents

Executive Summary......................................................................................................................... 3  
Introduction .................................................................................................................................... 4  
  Background .................................................................................................................................. 5  
Vision for Education and Research ................................................................................................. 7  
Goals and Strategies ....................................................................................................................... 7  
  Goal 2.1: Encourage the campus community and the public to learn about sustainability and to understand its value to the university’s mission................................................................. 7  
  Goal 2.2 Increase the number of instructors, students and researchers involved with or exposed to interdisciplinary and transdisciplinary teaching and research connected to sustainability........................................... 9  
  Goal 2.3 Develop a reputation for academic excellence in sustainability...................................... 13  
  Goal 2.4. Integrate sustainability into curriculum and academic programming in ways that foster critical, interdisciplinary, long-term and systems thinking on sustainability.......................... 17  
  Goal 2.5. Foster sustainable teaching and research ...................................................................... 22  
Next Steps ..................................................................................................................................... 24  
Final Note ...................................................................................................................................... 24  
Appendix A: Summary of Workshops and Consultations ............................................................. 26  
  1. October 2014 Vision Workshop............................................................................................ 26  
  2. Sustainability Plan Workshops.............................................................................................. 27  
  3. Individual Consultations ........................................................................................................ 28  
Appendix B: People consulted about education and research in the Sustainability Plan................. 30  
  1. People consulted during October 2014 Vision Workshop.................................................... 30  
  2. People consulted in Sustainability Plan workshops.............................................................. 32  
  3. People consulted in individual consultations ....................................................................... 34  
Appendix C: Backgrounders for Sustainability Plan Workshops................................................... 38
Executive Summary

Sustainability is central to the University of Alberta’s education and research activities and to the institution’s overarching campus sustainability initiative. The expertise, leadership, collective good will, program and course offerings, research and operations at the University of Alberta point to an enormous opportunity to inform sustainable thinking and practices of the future. This report summarizes an array of ideas to deepen and broaden sustainability education and scholarship at the University of Alberta that were brought forward by University of Alberta professors, administrative leaders, students, student leaders, alumni and other staff during the period October 2014 through October 2015.

The first key goal that came out of these consultations is to encourage the campus community and the public to learn about sustainability and to understand its value to the university’s mission. One strategy to achieve this is to give them greater access to our sustainability courses, research findings, expertise, and demonstrations of sustainability. The second key goal is to increase the number of instructors, students and researchers involved with or exposed to interdisciplinary and transdisciplinary teaching and research connected to sustainability. A key strategy associated with this goal is to create a sustainability centre or public policy institute to coordinate and build capacity across disciplines and faculties in sustainability teaching, research and collaboration. Another strategy is that Faculty Evaluation Committee assessments should reward teaching and research in sustainability to encourage their further development. A third goal is to develop a reputation for academic excellence in sustainability. An associated strategy is that faculties, departments and program leaders are encouraged to develop long-range sustainability plans encompassing new hires, teaching, research, degree programs, certificates and operations. The fourth goal is to integrate sustainability into curriculum and academic programming in ways that foster critical, interdisciplinary, long-term and systems thinking on sustainability. The final goal is to foster sustainable teaching and research, which refers to actions that increase the impact, accessibility and long-term contribution of teaching and research, as well as reduce the negative environmental impacts of teaching and research.

The University of Alberta can become a stronger leader in sustainability by fostering greater cross-fertilization across the disciplines, supporting start-up research in emerging areas of importance and areas of strength, and facilitating partnerships. A key challenge is to change the perception held by some of the faculty, students and staff that sustainability is only about improving the environment. This requires assessing our sustainability content and delivery strengths, as well as where we want to build our strengths and impact, and we need bridge builders to do this. There is energy and commitment to pursue these ideas, and the time is ripe to strengthen our role as a higher educational institution that helps build a better future for all.
A Plan for Deepening Sustainability Education and Scholarship at the University of Alberta 2016-2020

- Naomi Krogman, PhD, Director of Sustainability Scholarship and Education, Office of the Provost, University of Alberta
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Introduction

“Whatever we do now is going to influence the future, and probably more the future of our students than our own futures. We are going to make an impact that we may never actually see and that we may never hear about. That’s why doing this matters. That’s what teaching is: you stand in front of a classroom or in front of a computer, and you are influencing people who may never come back and tell you that you’ve made a difference. You trust that it sometimes happens, because we know that it does. It’s appropriate that we do this at the University.”

- Christie Schultz, Assistant Dean, Academic, Faculty of Extension

Universities have a responsibility to make the world a better place. They generate and share inspiration, ideas, knowledge, and visions of pathways for change, all of which are needed to create a more sustainable world. The University of Alberta is in a particularly strong place to address the challenges of sustainability, or a stronger shift in societies across the world for long-term change that supports the health, vitality and resilience in the social-ecological system. The expertise, leadership, collective good will, program and course offerings, and research at the University of Alberta point to an enormous opportunity to inform multi-faceted ways of thinking and doing that shape sustainability.

There is no discipline, no professor, no student who is not touched by the constraints and opportunities that exist in a world with more clearly recognized limits in resources, needs for human capital and creativity, and ways to cooperate and organize to meet collective goals. This report summarizes an array of ideas to deepen and broaden sustainability education and scholarship at the University of Alberta that were brought forward by University of Alberta professors, administrative leaders, students, student leaders and alumni. There is energy and commitment to pursue these ideas, and the time is ripe to strengthen our role as a higher educational institution that helps build a better future for all.
Background

This is an academic companion document to the University of Alberta’s Sustainability Plan (2016-2020). It provides information about the goals and strategies that will guide sustainability in education and research at the University of Alberta and that will connect to the overall campus sustainability initiative.

The University of Alberta’s Board of Governor’s endorsed the university’s sustainability commitment and guiding principles in 2008. Subsequently, sustainability was featured as a companion element to the last academic plan and a key component of the last sustainability plan. In 2015 the University of Alberta began the thinking that will lay the foundation for the next 5 to 10 years under a new president. This report will help inform the institution’s next institutional plan, academic plan and sustainability plan.

The goals and strategies in this document originated from several consultations and workshops held between October 2014 and October 2015:

- Workshop on October 17, 2014 on “Sustainability, Environment and Social Justice in the Social Sciences and Humanities at the University of Alberta” with 22 professors in the social sciences, arts and humanities. This workshop was part of the Provost’s Initiatives and it was supported by the Kule Institute of Advanced Studies and the Office of Sustainability.

- Sustainability Plan workshops on education and research with two groups: 1) the Office of Sustainability Academic Advisory Committee (OSAAC)¹, and 2) a group composed of undergraduate and graduate students, non-academic staff, faculty, professional staff, alumni and community members. Each group attended a Vision workshop that sought to understand our shared vision for sustainability in education and research at the University of Alberta in 2020. Participants subsequently attended an Obstacles and Strategies workshop to look for ways to overcome obstacles and develop strategies to help the University of Alberta realize our shared vision in the next five years.

There were also several individual consultations with faculty Deans, Associate Deans, representatives, program chairs, centre directors, and graduate and undergraduate student

¹ In spring 2015, the Office of Sustainability Academic Advisory Committee (OSAAC) was renamed the Provost’s Academic Advisory Council on Sustainability (PAACS).
groups to obtain additional suggestions on how to deepen and broaden sustainability education and scholarship at the University of Alberta. ²

One of the key challenges that came out of these consultations is the need to change the perception held by some of the faculty, students and staff that sustainability is only about improving the environment. A broad definition of sustainability is applied to the goals and strategies in this plan:

“Sustainability is the process of living within the limits of available physical, natural and social resources in ways that allow the living systems in which humans are embedded to thrive in perpetuity.”

- Academic Advisory Committee Working Definition, Office of Sustainability, 2010

This definition addresses the ability for individual, social, ecological, economic, health and cultural systems to thrive and exist within the limits of the ecosystem sustenance base upon which all life depends. Professors and students in professional programs with stringent accreditation requirements, such as Law, Rehabilitative Medicine, Pharmacy, and Medicine and Dentistry, appear to recognize themselves less in the concept of teaching and researching in sustainability, yet they play a critical role in the health, design, and social justice systems of society. Students in particular may not readily recognize that sustainability is the healthy functioning of society and an economic system that supports the well-being of all.

The following two sections establish a vision for education and research at the University of Alberta that came out of the Sustainability Plan consultations, along with related goals and strategies. The Goals and Strategies section uses the same numbering system as the Education & Research section of the University of Alberta’s draft Sustainability Plan (2016-2020). The main headings are the key goals (Goals 2.1 to 2.5), and the strategies associated with each of these goals are included in bold text beneath them. Additional background information from workshops and individual consultations is provided below each strategy. This information provides context useful for guiding the implementation of the strategies and for strengthening connections across the university. After Goals and Strategies, the section on Next Steps discusses the process for sharing content in “A Plan for Deepening Sustainability Education and Scholarship at the University of Alberta 2016-2020”. This is followed by a brief Final Note on the future of sustainability in education and research at the University of Alberta.

² Appendix A provides additional details about these workshops and consultations. Appendix B lists the participants who were involved in the consultation process.
Vision for Education and Research\textsuperscript{3}

We envision students having opportunities to learn, research and apply sustainability using interdisciplinary approaches. Through outreach and partnerships, the university brings research and new knowledge to the community, enabling individuals, communities, organizations and industries to achieve sustainability. The university is recognized as a leader for taking significant action on climate change and for capitalizing on the knowledge and strengths of our academic and research communities.

Goals and Strategies

Goal 2.1: Encourage the campus community and the public to learn about sustainability and to understand its value to the university’s mission.

a. Provide the campus community and public with greater access to sustainability teaching resources, research findings, demonstration projects and expertise.

Students should be prompted to learn more about applying sustainability-related knowledge by earning embedded certificates. There are several embedded certificates at the University of Alberta that are either current or in development. The new Certificate in Sustainability is available to undergraduate students in nine faculties. Other options with connections to sustainability include the undergraduate Certificate in International Learning, the Certificate in Community Engagement and Service-Learning, and the Certificate in Global Citizenship. The Faculty of Science is developing a Certificate in Leadership with the Faculty of Arts, as well as a Certificate in Interdisciplinary Science Studies and a Research Certificate in Science.

Graduate students (incoming and outgoing elected members of the Graduate Student Association) suggested developing a Sustainability Certificate for graduate students that is practicum- and research-based, rather than course-based. They suggested creating more professional development opportunities tied to sustainability and offering online, for-credit professional development courses. An example of such a course could be a credit course on green building certification (the Faculty of Extension currently offers this as a non-credit course). They would also like to see sustainability-related events and learning opportunities across the disciplines. This could include team-based graduate student

\textsuperscript{3} The draft Sustainability Plan (2016-2020) describes the process used to create this vision statement.
research opportunities to work on wicked problems (i.e., hard-to-solve problems that are interconnected with other problems).

To further demonstrate the value of sustainability to the university’s mission, there could be greater efforts to showcase professors, alumni, and undergraduate and graduate students who are using their sustainability knowledge and skills in innovative ways (e.g. through partnerships, methods of engagement, and the application of research findings).

Massive open online courses (MOOCs) could make sustainability curriculum more accessible to students limited by mobility, work schedules, and living in remote areas. Examples of forthcoming MOOCs at the University of Alberta include: Indigenous Studies 101 (Faculty of Native Studies), Climate Change in the Arctic (Faculty of Science), Mountains 101 (an interdisciplinary course in the Faculty of Physical Education and Recreation), and other Arctic courses that will focus on People and Cultures, Economics and Natural Resources (Faculty of Science). Potential future MOOCs, such as “Transitions to Sustainability” and “Climate Change Policy, Practice and Programs”, could offer more direct sustainability learning. The Faculty of Nursing would like to offer a future MOOC on nutrition and exercise, which are also key subjects for sustainable social systems.

Greater access to sustainability education through the University of Alberta could also include more online courses, as well as course-based Master’s degrees (both online and on campus) in related areas of sustainability, to broaden and deepen sustainability learning. The Faculty of Nursing is particularly interested in online sustainability courses that could be offered to their nursing students as electives. There are several Master’s programs that are currently being developed at the University of Alberta. For example, the Faculty of Science is developing a professional Master’s degree in Environmental Monitoring or Environmental Innovation. The Faculty of Science is also waiting for approval of a course-based Master’s in Planning. The Faculty of Agricultural, Life and Environmental Sciences is developing an interdisciplinary, course-based, distance learning (online) Master’s program in Forestry, and Ecological Restoration and Reclamation. The Faculty of Native Studies is working on an online, course-based Master’s in Native Studies.

b. Campus recruiters, internship coordinators and career advisors promote our sustainability-related academic, co-curricular and engagement programs.

The University of Alberta should train those who regularly interact with current and prospective students about the curricular and co-curricular opportunities to learn about sustainability at the University of Alberta.
c. Teach sustainability through university programming in outdoor education, health, play, cultural events, storytelling, and the arts.

Several professors and leaders recommended that we teach sustainability through university programming in outdoor education, health, play, cultural events, storytelling, and the arts. When students come to know the university’s campuses not only as places for classroom learning, but also as places with natural features that are aesthetically pleasing (e.g. Edmonton’s River Valley), places for outside unstructured learning, and places for creative expression, there is greater opportunity to tap into local capacity to see the value in nature and in place-based knowledge and talent. We should continue to invest in the natural beauty and ecosystem functioning of our university grounds and use this management knowledge as a teaching tool for students.

Goal 2.2 Increase the number of instructors, students and researchers involved with or exposed to interdisciplinary and transdisciplinary teaching and research connected to sustainability.

Greater dialogue about the role of higher education in advancing teaching, research, demonstration projects, interventions, and outreach on sustainability is needed to build shared understanding among faculty and students about the meaning and importance of sustainability in their scholarship, in their lives, in higher education, and in a better future for all.

Graduate students would like the concepts of sustainability to be more widely incorporated into their courses, research training, and professional development opportunities.

a. Build the capacity to include aspects of diversity and inclusivity within research, and honour non-Western research methods.

Greater integration of Aboriginal content into courses across the University of Alberta would improve general knowledge of current threats to sustainability and the ways in which First Peoples of Canada have sought sustainability in their communities. University of Alberta North, a new initiative to coordinate northern research initiatives, can facilitate this capacity, especially in terms of building northern research capacity. Others in the Faculty of Native Studies recommended exposing students, faculty and staff to the relationship between traditional knowledge in native communities in Canada and elsewhere, since approaches toward sustainability are embedded in traditional knowledge.
The Faculty of Physical Education and Research suggested that they are in a good position to teach how to design spaces and be sensitive to diversity and inclusivity in various work and play settings. Greater connections between the Faculty of Physical Education and Recreation and Human Resource Services or the Employment Equity Advisory Committee (EEAC) could foster greater in-house collaborations on sustainability.

b. **Increase number of professors with a stated commitment to and/or expertise in sustainability.**

One clear way to increase the numbers of professors with expertise in sustainability is to strategically hire new professors with a demonstrated interest in this area, particularly in trending areas like climate change and corporate social sustainability.

It is striking how many professors in the social sciences, arts and humanities are shifting their research focus to sustainable food systems, investigating areas like food justice, food sovereignty, food security and sustainable agriculture. Other strong areas of interest include: rural community development (especially at Augustana), sustainable energy systems, cold climate and resource-based economy sustainable design (such as those faced in circumpolar regions), health and wellness, and governance and planning of cities and landscapes (including cumulative impact assessment and biodiversity protection). Native studies professors see a need to hire academic leaders in the area of indigenous rights and benefits with respect to resource development.

c. **Create a sustainability centre or related public policy institute focused on curriculum and research initiatives, providing programming such as a summer immersive experience in sustainability, public policy and for specific professional programs.**

This centre or institute could carry out a number of integrative programs to build capacity in sustainability education and scholarship at the University of Alberta. Representatives from the Faculty of Arts and the Faculty of Law asserted the need for a place in which academics across faculties who are interested in sustainability could more easily collaborate with one another and coordinate sustainability-related projects.

The institute could host University of Alberta professors who are seconded to be part of the institute for one to three years to lead academic sustainability initiatives. It could also host think tanks or sustainability scholars from other universities. This institute could hold events such as “interdisciplinary speed dating” or “design and policy charrettes” on sustainability topics with students across the disciplines. There could also be panel discussions that link sustainability researchers (professors, undergraduate students and graduate students) and encourage them to share their research on common topics of
interest and to develop research clusters in areas such as climate change. This institute would bring people together and build bridges across the disciplines to encourage scholarship that informs global integrative efforts, such as the new, United Nations-endorsed Sustainable Development Goals. It could host reading groups and provide special courses that are not offered by the departments on innovative methodologies in sustainability sciences and scholarship.

Such an institute could also offer focused faculty and graduate student workshops and hold an annual conference on research and teaching in sustainability, potentially in collaboration with the Association for the Advancement of Sustainability in Higher Education and other institutions with successful academic sustainability initiatives. It could host a sustainability leadership summit for faculty and research associates, building off the Student Sustainability Summit (hosted each year by Sustain SU and the Office of Sustainability), as well as the Alberta Student Leadership Summit (hosted by the Student Group Services, the University of Alberta, and the Students’ Union). At these three events, professors could learn how to incorporate more of the sustainability learning opportunities being offered by the Office of Sustainability and the Global Education Program\textsuperscript{4} into their course syllabi.

Graduate students in particular suggested an institute that could act as a “sustainability hub”, a space for graduate students to meet and work together on sustainability initiatives. The institute could be a clearinghouse of information for professors and graduate students about interdisciplinary journal publishing opportunities and networking possibilities across campus and across Canada on prescient sustainability research topics (e.g. integrated watershed management).

\textsuperscript{4} For the Office of Sustainability, these learning opportunities are led by the Campus Sustainability Initiative which provides institutional leadership, and campus-wide communications and programs to integrate sustainability values into all aspects of the University of Alberta. The Office of Sustainability engages and encourages students, staff and faculty to engage in sustainability practices. A number of speakers, workshops, grants and volunteer opportunities exist for students to learn more about sustainability and lead sustainability efforts.

The Global Education program inspires and cultivates students as the next generation of leaders prepared to tackle critical issues facing the globe. Their signature event, International Week, is the University’s largest annual extra-curricular educational event and is the most extensive event of its kind on a Canadian campus, and offers workshops, exhibits and cultural performances. Other learning opportunities are fostered by International House, grants for international education, and themed programs that bridge students with internal and external partners.
d. Create a centralized online system and other opportunities to connect all researchers with common interests and to promote interdisciplinarity and engaged scholarship.

A centralized online system would help researchers with common interests connect with one another. Many faculty and graduate students spoke of the need for an easier, faster way to find others across campus and across disciplines who are studying similar topics (e.g. water scarcity or disaster preparedness).

An online system containing up-to-date information on sustainability-focused and -related courses would also help faculty and academic advisors suggest options to students for electives, especially “free electives,” that complement the student’s general interest in sustainability. The online system would help instructors articulate and advertise what students can learn from sustainability courses that they do not tend to learn from other courses. The University of Alberta’s standard online course catalog could also provide an indicator for courses that are sustainability focused.

e. Faculty evaluation committees (FECs) reward teaching and research that expands and enriches sustainability education, strengthens institutional sustainability performance and demonstrates on- and off-campus collaboration.

Annual reports for faculties should ask professors and faculty service officers (FSOs) to indicate which of their research projects and papers address sustainability on or off campus and are interdisciplinary. This would have several benefits. Firstly, it would signal to faculty and FSOs that this kind of research is encouraged and recognized as important. Secondly, it would allow the University of Alberta to encourage using our campus as a “small city” for sustainability learning and to report on this kind of research more readily in the Sustainability Tracking, Assessment & Rating System™ (STARS). STARS is the tool used by the University of Alberta to benchmark our institution’s sustainability performance.

FEC evaluation processes were seen as disincentives to community-engaged sustainability research and faculty communities of practice in sustainability teaching and research. It requires time to develop mutual understanding and trusting partnerships both within and outside the university. Therefore, FECs should recognize the value of building partnerships within and outside the university, as well as the time investments required for faculty to do this well.

Assistant professors should be encouraged to engage in sustainability teaching and research, and they should be rewarded by FECs when they do so. In some faculties, professors reported undue pressure to obtain grants that fund narrow questions, at the
expense of pursuing partnerships and funding to address sustainability issues that are inherently interdisciplinary and transdisciplinary.

FECs need to show greater recognition and value of “slow scholarship” or the provision of sufficient time for higher order thinking and writing that is important to address wicked problems, often resulting in books that take one to three years to write. Additionally, giving equal credit for publishing in interdisciplinary journals as in disciplinary journals would signal to professors that there is support for sustainability scholarship. Professors who co-write sustainability articles in collaboration with staff in professional journals should also be rewarded for making important contributions to sustainability scholarship.

**f. All students have the opportunity to graduate from degree programs that include sustainability as a learning outcome.**

Some universities have chosen to require a 100-level course in sustainability for all students. While this would be challenging in some programs that have less room for non-required courses in their accreditation standards, a required sustainability course could create common ground across disciplines and showcase a distinct commitment to sustainability education at the University of Alberta. Such a course could be delivered online or through a MOOC.

The faculty at Augustana are particularly interested in having all of their students take core courses in sustainability. The Faculty of Science is developing a first-year course on critical thinking and weighing evidence for all incoming science students. This will foster common knowledge among science students and help them understand potential applications of science.

Greater flexibility for students to take sustainability courses outside of their degrees or to pursue a minor in sustainability in their respective programs would broaden exposure to sustainability topics across the majors.

**Goal 2.3 Develop a reputation for academic excellence in sustainability.**

a. **Showcase faculty, alumni and research teams that demonstrate excellence in advancing sustainability knowledge, practices, policies or projects.**

The Office of Sustainability periodically showcases a professor who carries out sustainability research and/or teaching under the banner “Faces of Sustainability.” The University home page could also showcase professors, graduate students and
professional staff members who make outstanding contributions to sustainability scholarship, education, programming or operations.

The Alberta School of Business has a suite of courses on corporate sustainability, social responsibility, and communications. It also has the Canadian Centre for Corporate Social Responsibility, which supports creativity and innovation in business practices that support the quality of life experienced by the communities in which they operate. More faculty members to teach students about a growing business emphasis on sustainability, and greater university recognition of the explicit attention to sustainability in the Alberta School of Business, could strengthen the University of Alberta’s reputation in sustainability.

Another example of a project that raises the reputation of the University of Alberta in sustainability research is the “After Oil” project, which is a large, international academic and public research project based at the University of Alberta that operates under the rubric of the Petrocultures Research Group (PRG). More recently, the Parkland Institute at the University of Alberta was awarded a large Social Science and Humanities Research Council grant that partners with other organizations across three provinces on “Mapping the Power of the Carbon-Extractive Corporate Resource Sector.”

b. Target funding for teaching and research on sustainability addressing specific topics of interest to advance the university’s impact on sustainability thinking, policy and practice.

Greater support at the University of Alberta in regards to providing start-up funds or small grants for larger grant applications from the Research Services Office, the Faculty of Graduate Studies and Research, and the Faculties would be useful. Given that more sustainability research is in the “impact sciences” (which address the social, economic and ecological consequences of human activities) than the “production sciences” (which address the ways to create and expand the use of natural resources, efficient processes for making things, and useful consumer products), obtaining research funding for sustainability projects is more challenging. Thus, in-house funding to build up sustainability research capacity would be particularly useful. The application requirements for small amounts of money should not be so onerous that they discourage participation.
At a sustainability workshop for the social sciences and humanities in October 2014, professors identified numerous sources of potential funding for sustainability-related research. Many of these require matching funding that could be provided by the University of Alberta. The Office of Advancement at the University of Alberta could target donors, especially in the resource sector, to donate to an “endorsement fund” that would provide start-up funds for sustainability research related to that sector.

The Kule Institute of Advanced Studies at the University of Alberta funds transformational interdisciplinary and comparative research at the highest standards nationally and internationally, and has recently funded a number of sustainability focused and related grant proposals.

Applied research and professional development experience is currently offered to graduate students through an innovative summer internship program that sponsors University of Alberta graduate students to work on sustainability-related applied research projects with the City of Edmonton. This program, which partners the Office of the Provost, Office of Sustainability, Faculty of Graduate Studies and Research, and City of Edmonton, is currently being expanded from six to as many as 18 scholarship positions. This expansion is to meet the goals of expanding opportunities for graduate students in sustainability applied research and in professional development training.

c. Through an inclusive process, departments and faculties will develop long-range sustainability plans encompassing operational practices, teaching, research and degree programs.

One key element of such long-range plans would be for departments to define the topics and interventions in their scholarship that relate to and promote sustainability.

Some faculties, such as the Faculty of Rehabilitative Medicine, did not recognize their role in sustainability until a directed discussion on sustainability and their programs

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5 Current on-campus funding opportunities exist through the Sustainability Enhancement Fund and Green Grants out of the Office of Sustainability, the Undergraduate Research Initiative, the Teaching and Learning Enhancement Fund, and the Kule Institute of Advanced Studies. Examples of industry funding could include Mountain Equipment Cooperative, Suncor, Syncrude, Save-On Foods, Ag-Funding Consortium, and the Northlands Park Edmonton. Examples of government funding could include the City of Edmonton, Tri-Council federal funding, Networks for Centres of Excellence, the Campus Alberta Innovation Chairs (CAIP). Foundation examples include the Real Estate Fund of Alberta, the Gates Foundation, and the Catherine Donnelly Foundation.
highlighted linkages between health and wellness, health care resources, disability studies, and social justice in the broader meaning of sustainability. Professors and program leaders need to set aside time to explore what sustainability means for them and their programs, and an inclusive, engaging planning process would foster more cogent investments in program improvements.

Faculties and departments would be encouraged, through this inclusive process, to identify programs they wish to add, enrich or discontinue, as part of their own long-range relevance to society. Part of this would be to conduct long-range planning on new hires in emerging sustainability areas or in areas for which the University of Alberta lacks expertise. A delegated faculty leader could be assigned responsibility to inform the process, by summarizing what has been done elsewhere and suggesting updates to programs and curriculum in regards to sustainability. This faculty leader could do follow-up work on the faculty/department sustainability plan, such as facilitating the opportunity for students to take sustainability courses outside their faculties, fostering cooperation for co-teaching or course cross-listing, using the university for place-based learning, and facilitating collaborative program development with other faculties. The faculty leader could also assist in finding instructors and resources to offer new courses that are currently needed but not yet offered.

The Faculty of Agricultural, Life and Environmental Sciences expressed interest in developing a new interdisciplinary degree in sustainable systems. Building programs such as this requires cross-departmental conceptualization of the program, its purpose, its learning outcomes, and its capacity to provide excellent sustainability education across multiple disciplines, all of which require leadership and a plan. Faculty of Arts representatives held that such long-range plans would help prompt the review and reinvigoration of programs such as the Bachelor of Arts in Environmental Studies, which is offered by the Faculty of Arts and the Faculty of Agricultural, Life and Environmental Sciences.

Faculties and departments could create awards and scholarships for sustainability and promote creative engagement between faculty and students on sustainability topics suitable for that faculty, as the Alberta School of Business has done with its student group, Net Impact. They could also partner with the university’s administrative units to advance sustainability at our institution.
Goal 2.4. Integrate sustainability into curriculum and academic programming in ways that foster critical, interdisciplinary, long-term and systems thinking on sustainability.

a. Prepare faculty to integrate sustainability into their teaching via faculty development workshops, new faculty orientation and by developing a community of practice.

New faculty are in a good position to invest in their teaching, which can yield long-term benefits for themselves, their students, and the university’s ability to offer up-to-date academic programs and courses. Efforts to engage new professors in sustainability-related workshops and other sharing and training opportunities should be expanded.

Faculty expressed the desire for more opportunities to interact with each other on the topic of teaching. By discussing course content among themselves, faculty can learn from each other about how to foster greater critical thinking about sustainability within their degree programs, as well as how to use emerging language (e.g. resilience, transitions and life-cycle analysis) that allows greater common understanding of sustainability subjects. Nursing and Science faculty in particular emphasize the role of critical thinking as part of teaching sustainability. Nursing faculty also emphasize leadership training, which they assert could be oriented more directly to sustainability issues.

Interdisciplinary teaching is a challenge, because most professors were trained within a specific discipline and their programs are built on past disciplinary fundamental content. Greater opportunity for faculty members to co-teach on a sustainability topic can enhance their knowledge and interdisciplinary offerings. Interdisciplinary teaching, and moreover program development, take vision and time to develop, so creating space for faculty to do so through special assignments, teaching relief or other incentives may better facilitate these developments. Many faculty held that departments and faculties can be too inward looking and territorial, which inhibits interdisciplinary teaching and scholarship. Thus, a more significant university structural change that could potentially discourage disciplinary silos and foster more interdisciplinarity would be to reduce the number of faculties (currently 18) and academic programs (currently 400) and to create academic units that foster more cross-fertilization across disciplines. For example, some universities (such as the University of Toronto) have a Faculty of Science and Arts.

b. Facilitate the use of university campuses, field stations, research facilities, and demonstration projects for sustainability research, teaching and practice.

There was a common recommendation for more place- and project-based teaching. We have an opportunity to use our university as a sandbox, providing opportunities for
creative and collaborative exploration. Greater linkages between the Prairie Urban Farm at South Campus and the Devonian Botanic Garden, for example, could complement a growing interest and concern in sustainable food systems. This could also include strengthening their connections to the university’s operational activities (e.g. Dining Services).

The Faculty of Native Studies suggested offering more courses related to land-based knowledge training. The Faculty of Physical Education and Recreation is considering purchasing a property that would allow on-the-land training related to mountain studies, outdoor recreation, physical adaptations, sports training and performance, and other learning modules related to natural areas.

c. **Provide experiential and outdoor learning opportunities that are accessible to all students.**

Part of the challenge of making out-of-the-classroom opportunities for learning about sustainability accessible is to make sure there is better promotion of these opportunities. This may include reaching out through the Students’ Union and targeting student clubs and organizations on campus where uptake is likely to be strong. The experiential learning opportunities must also be affordable for a wide range of students. Many participants in our consultations suggested having a long-range goal that all programs provide experiential learning opportunities involving systems and long-term thinking, and moreover, all students are able to avail themselves of these learning opportunities. There is broad academic support for a new initiative called Learning Experiences in Applied Projects (LEAP) that is led by the Office of Sustainability. LEAP will create opportunities for problem-based teaching, research and hands-on experiences. These “living lab” projects use the natural, social and built environment of the campus as a testing ground to develop solutions to address sustainability goals on campus and beyond.

Many faculty members suggested that promoting our Education Abroad program, that offers exchange, internship and summer programs can further enhance experiential learning tied to sustainability. Other international spring, reading week or semester-long courses at the University can broaden students’ international learning of sustainability, particularly around cultural sustainability.

A widespread, healthy lifestyle is an important component of social sustainability that is key to a sustainable society. The Faculty of Physical Education and Recreation (PER) has extensive programming for university and community members that promote health and wellness. This includes activities and courses with an outdoor component (such as INT D
Augustana faculty, in particular, called for more stable and substantial funding to support their innovative Environmental Studies/Sciences program, which requires field experience. Project challenges and competitions that are hosted by faculties or broader units and posed to student-led groups could create a greater sense of efficacy and hope among students interested in sustainability. For example, the Heroes for Health challenge previously held by the University of Alberta’s Health and Wellness team could be repeated in a Heroes for Sustainability competition.

d. **Encourage the development of new courses in sustainability and the integration of sustainability concepts and applications into existing courses.**

The development of sustainability content and courses could be encouraged by offering course releases to build new courses or to substantially revise existing courses. Funding could be provided for pilot projects, course field trips, or special learning and training opportunities for faculty. For example, faculty could receive funds to attend the annual conference of the Association for the Advancement of Sustainability in Higher Education. An example of an interdisciplinary course being developed by the Faculties of Arts and Science is a global issues course to address the connections between science and society.

Strong interest exists in topics such as sustainable businesses, technological advances in energy savings and renewable energy, and science citizenship, yet the courses that are available are generally limited to students in those majors (e.g. Engineering, Business, Science especially). There is an opportunity to deepen and broaden sustainability learning by developing courses for non-majors. Graduate students in particular asked for more opportunities to take sustainability-focused courses. They also asked for better communication among departments, graduate coordinators who advise students on courses, and the Graduate Student Association on new course offerings in this area.
e. **Departments and program leaders evaluate existing programs and courses to identify gaps in sustainability content, remove outdated material, avoid unnecessary repetition, share learning materials (such as curricular repositories), and co-teach across faculties and departments.**

Faculty often recommended the need to find easier ways to develop courses in specific areas, such as sustainable food systems, climate change mitigation and adaption, cultural sustainability and so on. A repository for existing syllabi in emerging areas of interest would therefore be useful. Faculty members also discussed the rigidity of too many programs that require most or even all of students’ courses to be taken in the same faculty. This directly discourages interdisciplinary learning. Program reform could allow and encourage more electives in sustainability courses and cross-listed courses between faculties.

Native Studies faculty discussed the need for better interdisciplinary course offerings on indigenous orientations to environmental protection and business, such as co-taught courses on cooperative approaches to resource development and Aboriginal business development. More specifically, Native Studies faculty identified gaps in the curriculum for Environmental Conservation Science and Native Studies students. There is no course offering in these programs on the philosophy and epistemology of science. This further reproduces students’ lack of awareness about how traditional knowledge and science can be used together to address sustainability challenges (e.g. habitat protection or water sanitation) in indigenous communities and in other non-Western cultures.

f. **Encourage the development of community-based teaching and research partnerships and internships.**

The Director of Sustainability Scholarship and Education, out of the Office of the Provost, could work closely with the University of Alberta’s Centre for Teaching and Learning (CTL) to develop a suite of cross-disciplinary case studies/examples that demonstrate how partnered groups (among community members, university staff, faculty and students, non-governmental and civic organizations) have furthered sustainability.

The Community Service-Learning (CSL) office at the University of Alberta offers important opportunities for students to work with community partners on sustainability-related challenges (e.g. watershed management or poverty reduction). CSL also offers interdisciplinary spring courses that engage students with on-the-ground sustainability challenges. For example, a series has been offered on oil development and social and health issues. More CSL courses that explore what sustainability means to different
organizations could deepen sustainability education. Graduate students in particular requested more graduate-level interdisciplinary CSL courses on sustainability-related topics.

The Undergraduate Research Initiative (URI), in partnership with the Office of Sustainability and Facilities & Operations, also offers dedicated sustainability research internships on topics of sustainability and all of the URI research internships support interdisciplinary research undergraduate training. Finally, the Office of the Provost and the Office of Sustainability, in partnership with the City of Edmonton, offers a new Sustainability Scholars program that pairs city mentors with graduate students to carry out an applied project that will help the city implement its sustainability plans. In 2015-2016, the University of Alberta will also host some sustainability scholars. This will build linkages between professionals at the University of Alberta, such as those in Facilities and Operations who implement elements of the Sustainability Plan (2016-2020) and this companion document.

Graduate students have requested more professional development courses related to sustainability. The Faculty of Extension, in particular, is well poised to readily offer specific courses that address sustainability practice and that target continuing professionals. For example, they offer a course for professionals called “Understanding LEED [Leadership in Energy and Environmental Design] for Building Works”. Greater communication and collaboration between the Faculty of Extension and other faculties could expand relevant and timely non-credit course offerings in the Faculty of Extension that could be turned into credit-based undergraduate and graduate courses.

The Office of Sustainability offers several student intern positions each year. Members of the Students’ Union requested more undergraduate internship opportunities in sustainability, similar to the Sustainability Scholars program offered at the graduate level.

g. **Regularly assess sustainability literacy of students.**

One way to know if our students’ knowledge, attitudes and interests around sustainability is shifting is to create a longitudinal data base on sustainability literacy. Ideally, it would be a very short survey that is comparable to other universities and deemed legitimate and relevant to the University of Alberta. It would be administered annually to a representative sample of University of Alberta students. Survey results may reveal areas where students have greater or less knowledge, which could help inform academic programs and the Office of Sustainability’s engagement programs.
h. **Encourage research that partners students, researchers and instructors to address important contemporary topics, including: climate change mitigation and adaptation, energy conservation, developing a sustainable food system, cultural sustainability, and sustainable consumption.**

Departments, faculties, and academic program chairs are encouraged to engage in University and community dialogues about where academic needs are likely to change, in terms of important topics, methodologies, technologies, and changing socio-political contexts that will shift local, national and global conditions for sustainability. We need to engage professors and the broader community of government, industry, faith-based organizations, non-governmental organizations, indigenous organizations, and other civic and community organizations on the perceived needs for sustainability education for future needs. The consultations for this plan indicated abiding interest in sustainable food systems, climate change mitigation and adaptation, energy efficiency, and cultural sustainability.

**Goal 2.5. Foster sustainable teaching and research**

a. **Make succession planning for hiring and retention a democratic process that fosters prioritization, smooth teaching transitions, and long-term investment in senior academic leaders and academic staff, instructors and contract employees.**

Many people saw sustainable teaching as that which reduces waste in the teaching process, such as having a paperless classroom, using non-toxic inks, and using environmentally-benign materials in laboratories when possible. Purpose-centered, rather than person-centered space (i.e. labs designed for certain purposes that could be used by various faculty) was also deemed important for the long-range sustainability of teaching and research effectiveness.

Some professors argued for more flexibility in pedagogical structure. Blended learning would reduce utility use, because roughly half of the learning is done outside the classroom. Flipped classrooms are classes that physically meet less frequently to focus on exercises, projects or discussions. Massive open online courses (MOOCs) are courses that people can take remotely, thus eliminating travel to and from class. Finally, alterations to class duration and frequency can better enable students to take courses outside of their disciplines and involve outside experts.

Faculty members would also like to see a reduction in administrative tasks, especially where the delegation of these tasks could be more appropriately assigned. This would
provide more time for thoughtful and creative teaching and research and to develop new sustainability initiatives. Greater exchange between Augustana Campus, Campus Saint-Jean, and the University of Alberta north campus for sustainability speakers, workshops, Sustainability Awareness Week events, and so on, could foster greater interdisciplinary faculty and student exchange.

b. **Develop guidelines for sustainable research**

Graduate students and the Kule Institute of Advanced Studies recommended the development of guidelines for “sustainable research”, which would address practical and ideal guidelines to spur positive change for people and the planet. To promote sustainable research, researchers could share and conserve research materials and equipment, share research funding with other university partners and community partners (currently deemed to be very bureaucratically onerous or impossible), reduce carbon footprints due to travel, and assure consistent three- to four-year funding of research assistants who have developed knowledge and skills in a particular area.

Professors should be rewarded for addressing policy, practice and public knowledge sustainability challenges, as this strengthens the university’s long-term relationships with local people and places. There are also enormous needs to preserve and maintain access to data, which some respondents referred to as “data sustainability.”

Professors frequently held that their research could have more impact if there was greater interaction between researchers and the media and government. The university could better facilitate this interaction by providing training in knowledge translation. For example, the Faculty of Extension is offering a new “Strategic Reframing Course” that focuses on communication methods to create change in common understanding, tools to help build general understanding of complex issues, and approaches to transform views on cultural and societal issues. This course would be a strong benefit to many University faculty members to increase the impact of their research.

Of particular interest are the processes around how university expertise can be more effectively applied to government decision-making and planning. Such training might be offered through the Centre for Teaching and Learning, the Faculty of Graduate and Research Studies, or the Research Services Office.

Finally, appropriate reviewers for research should be sought after, as there is a sense that most internal grant applications are reviewed by those in strict disciplines who do not appreciate the interdisciplinary nature of sustainability research.
Next Steps

“A Plan for Deepening Sustainability Education and Scholarship at the University of Alberta 2016-2020” will be considered for approval by the President's Executive Committee-Operations (PEC-O). Once approved, the contents of this document will be shared for information and discussion on next steps, via the report and presentations (as desired), with the following committees: General Faculties Council, Association of Academic Staff University of Alberta (AASUA), Vice Provost’s Council, University Research Policy Committee, the Senate and any other organization such as the Provost’s Academic Advisory Committee, the Graduate Students’ Association, and various Faculty Councils.

The Office of Sustainability is building an implementation plan for the overall University of Alberta Sustainability Plan (2016-2020). Academic initiatives will be added to this plan as they emerge in the coming months and years, and the Director of Sustainability Scholarship and Education out of the Office of the Provost will develop avenues for faculty and students to be engaged in initiatives that emerge and grow from “A Plan for Deepening Sustainability Education and Scholarship at the University of Alberta 2016-2020”.

Final Note

The University of Alberta can become a stronger leader in sustainability, regionally, nationally and internationally, by fostering greater cross-fertilization across the disciplines, connecting to on-campus professionals, supporting start-up research in emerging areas of importance and areas of strength, and facilitating partnerships for sustainability tests and interventions. Greater University dialogue and consequent common understanding around the complementarity of social goals, such as greater health and wellness, equity, fairness and justice, with inclusive economies and robust and resilient environments can “raise the bar” in the University’s collective ability to convey the importance of sustainability scholarship and education.

This requires assessing our sustainability content and delivery strengths and deciding where we want to build our strengths and impact. It is a challenge to plan across 400 academic programs,

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6 PEC-O is the senior administrative committee overseeing all major institutional operational initiatives (including risk assessment affecting the University from an organization-wide perspective), and planning and budget aspects for the University of Alberta. PEC-O is composed of the following members: Voting Members: President and Vice-Chancellor (Chair), Provost and Vice-President (Academic) (Acting Chair), Vice-Presidents (Research, Finance and Administration, Facilities and Operations, University Relations and Advancement); Resource Members: Senior Advisor to the President, Director (Office of the President), Deputy Provost, Vice-Provost and Associate Vice-President (Human Resources), General Counsel; Support: Committees Manager (Office of the President).
thus more knowledge brokers and bridge builders will be needed in the future to do this. A great deal of progress can be made if departments and program leaders evaluate existing programs and courses to identify gaps in sustainability content, remove outdated material, avoid unnecessary repetition, share learning materials (such as curricular repositories), and co-teach across faculties and departments. This plan offers a suite of suggestions and ideas for academic sustainability initiatives, and a roadmap to better planning for the future for the University of Alberta to have a more positive impact on the world.
Appendix A: Summary of Workshops and Consultations

A total of 78 individuals, representing 17 Faculties and 24 Departments were engaged in range of conversations and dialogues. Details about these activities are outlined below.

1. October 2014 Vision Workshop

22 Social Sciences, Arts and Humanities professors gathered at Campus Saint-Jean on October 17, 2014 for a workshop on “Sustainability, Environment and Social Justice in the Social Sciences and Humanities at the University of Alberta”. The workshop was organized by Naomi Krogman, Director of Sustainability Scholarship and Education, Office of the Provost and Professor in the Department of Resource Economics and Environmental Sociology. Workshop assistants were Monica Gruezmacher, Adjunct Faculty in the Faculty of Extension, and Apryl Bergstrom, Research Assistant, Office of the Provost.

Workshop goals:

- Identify strengths and gaps in our theme areas; sustainability, environment and social justice
- Discuss university and faculty-led support that contributes to effective collaboration between Social Sciences, Humanities, and Arts professors in regards to academic programming, course development, supporting a community of practice and identifying funds available for interdisciplinary research.
- Inform the academic portion of the Sustainability Plan for University of Alberta that is to start in 2017 (the current plan is in effect through 2016).
- Encourage the submission of a Cluster Grant letter of intent to the Kule Institute of Advanced Studies.

Workshop Organization

The workshop consisted of three work sessions: 1) Sustainability research, teaching and practice; 2) the University of Alberta's future in sustainability and interdisciplinary scholarship; and 3) Goals and Strategies for curriculum and research components in the University of Alberta’s Sustainability Plan. The topics and questions discussed during these sessions are outlined in more detail below:

**Topics in work session 1: Sustainability research, teaching and practice**

- Funding opportunities and challenges
• Content and development of academic programs and courses
• Challenges in creating a community of practice
• Challenges of interdisciplinary research

Interview questions in work session 2: UAlberta’s future in sustainability and interdisciplinary scholarship

• What are sustainability related themes that the U of A should have given the size, rank and sister campuses of our institution?
• What are the strengths in sustainability scholarship for the faculties of Social Sciences, Arts and Humanities? Other faculties?
• What are the gaps in sustainability scholarship for the faculties of Social Sciences, Arts and Humanities? Other faculties?
• What theme areas for academic programs would be ideal for the U of A to offer or in which to invest?

Work session 3: Goals and strategies for curriculum and research components in UAlberta’s Sustainability Plan

• Participants individually wrote and then discussed their goals, modifications, additions and strategies regarding curriculum and research in the University of Alberta’s new Sustainability Plan (2016-2020).

2. Sustainability Plan Workshops

Sustainability Plan workshops from January to April 2015 with two groups:

1. The Office of Sustainability Academic Advisory Committee (OSAAC)\(^7\)
2. A group composed of undergraduate and graduate students, non-academic staff, faculty, professional staff, alumni and community members. Participants were recruited through promotions by the Office of Sustainability. They signed up through an online survey. Additional people were identified as responsible parties in education and research, and they were also invited to attend the workshops.

\(^7\) In spring 2015, the Office of Sustainability Academic Advisory Committee (OSAAC) was renamed the Provost's Academic Advisory Council on Sustainability (PAACS).
Each group attended two workshops between January and April 2015. First, a Vision workshop was held to try to come up with a shared vision for sustainability in 2020 at the University of Alberta, with respect to education and research. This was later followed by an Obstacles and Strategies workshop, where participants suggested ways of overcoming obstacles and developing strategies to help realize our shared vision about sustainability in education and research within the next five years.

3. Individual Consultations

Consultations with Deans, Associate Deans

The Dean, Associate Dean, Research and Associate Dean, Academic (or their equivalents) were sent the questions below. They were invited to meet with Naomi Krogman to discuss what they would like to see in education and research when it comes to sustainability, both within their faculties and throughout the university. Detailed notes were taken at each of the consultations and sent back to the Deans and Associate Deans for review. Those who were interested in sharing their ideas but were unable to meet were invited to submit written answers instead.

Questions sent to Deans and Associate Deans:

1) What academic areas would you like to enhance in your faculty that relate to sustainability?

2) What sustainability area(s), if any, do you wish to build up in your faculty, in terms of curriculum or strengthened programming, in your faculty? Are there specific program names or course titles you can suggest?

3) What are the key threats, if any, to the current sustainability-related courses and academic programs you have in your faculty?

4) What are key opportunities and barriers for faculty interested in sustainability-related research?

5) When it comes to sustainability at the University of Alberta, what do you want to see in curriculum or research in five years?
   a. What obstacles might stand in the way of achieving this vision?
   b. What strategies can be used to address these obstacles and achieve our goals?
   c. What resources or support might be needed to achieve our goals?
6) How could we expand opportunities for undergraduate and graduate students to research and learn about sustainability initiatives on campus, as a living lab? To learn about sustainability more broadly?

7) What are some of the core issues in sustainability in which you would like to see more partnership with other faculties (if any)? With other organizations or institutions?

8) To what extent are faculty members or student (groups) already engaged in teaching or research related to sustainability?

9) Can you identify faculty and students in subjects close to sustainability issues, not yet engaged in sustainability?

10) What can be done to better facilitate collaborations across faculty boundaries on sustainability topics in teaching and research?

11) Are there one or two major sustainability projects that your faculty might wish to pursue?

Consultations with Chairs or Coordinators of sustainability-related programs

The Chairs or Coordinators of programs that were identified as being sustainability-related were sent the questions below. They were invited to either meet with Naomi Krogman to discuss sustainability in education and research with respect to their programs, or to submit written responses to the questions.

Questions sent to Chairs or Coordinators:

1) What academic areas would you like to enhance in this program that relate to sustainability?

2) What sustainability area(s), if any, do you wish to build up in your faculty, in terms of curriculum or strengthened programming? Are there specific program names or course titles you can suggest?

3) What are the key threats, if any, to this program?

4) When it comes to sustainability at the University of Alberta, what do you want to see in curriculum or research in five years (your suggestions can cross programs, faculties)?

   a. What obstacles might stand in the way of achieving this vision?

8 See Appendix B for a list of academic programs that were identified as being sustainability-related.
b. What strategies can be used to address these obstacles and achieve our goals?
c. What resources or support might be needed to achieve our goals?

5) What are some of the core issues in sustainability in which you would like to see more partnership with other programs, faculties, organizations or institutions?

Detailed notes were taken during each of these consultations.

Appendix B: People consulted about education and research in the Sustainability Plan

The goals and strategies in this document originated from several consultations and workshops held between October 2014 and April 2015. The people who participated in these consultations and workshops are listed in the tables below.

1. People consulted during October 2014 Vision Workshop

These were the people who participated in the Vision Workshop on “Sustainability, Environment and Social Justice in the Social Sciences and Humanities at the University of Alberta” on October 17, 2014:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Faculty</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhonda Breitkreuz</td>
<td>Associate Professor</td>
<td>Agricultural, Life and Environmental Sciences</td>
<td>Human Ecology</td>
</tr>
<tr>
<td>Debra Davidson</td>
<td>Professor</td>
<td>Agricultural, Life and Environmental Sciences</td>
<td>Resource Economics &amp; Environmental Sociology</td>
</tr>
<tr>
<td>John Parkins</td>
<td>Professor</td>
<td>Agricultural, Life and Environmental Sciences</td>
<td>Resource Economics &amp; Environmental Sociology</td>
</tr>
<tr>
<td>Helen Vallianatos</td>
<td>Associate Professor and Associate Dean of Students</td>
<td>Arts</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Jennifer Welchman</td>
<td>Professor</td>
<td>Arts</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Ken Caine</td>
<td>Assistant Professor</td>
<td>Arts</td>
<td>Sociology</td>
</tr>
<tr>
<td>Janet Wesselius</td>
<td>Associate Professor</td>
<td>Augustana Campus</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Faculty</td>
<td>Department</td>
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</tr>
<tr>
<td>Lars Hallstrom</td>
<td>Professor, Director of Alberta Centre for Sustainable Rural Communities</td>
<td>Augustana Campus and ALES</td>
<td>Resource Economics &amp; Environmental Sociology</td>
</tr>
<tr>
<td>Sheena Wilson</td>
<td>Assistant Professor</td>
<td>Campus Saint-Jean</td>
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</tr>
<tr>
<td>Makere Stewart-Harawira</td>
<td>Professor</td>
<td>Education</td>
<td>Educational Policy Studies</td>
</tr>
<tr>
<td>Kristof Van Assche</td>
<td>Associate Professor</td>
<td>Extension</td>
<td></td>
</tr>
<tr>
<td>Mary Beckie</td>
<td>Associate Professor</td>
<td>Extension</td>
<td></td>
</tr>
<tr>
<td>Cameron Jefferies</td>
<td>Assistant Professor and Borden Ladner Gervais Fellow</td>
<td>Law</td>
<td></td>
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<tr>
<td>Sean Robertson</td>
<td>Assistant Professor</td>
<td>Native Studies</td>
<td></td>
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<tr>
<td>Lisa Dockman</td>
<td>Program Lead, Outreach &amp; Engagement</td>
<td>Office of Sustainability</td>
<td></td>
</tr>
<tr>
<td>Howie Harshaw</td>
<td>Assistant Professor</td>
<td>Physical Education &amp; Recreation</td>
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<tr>
<td>Elizabeth Halpenny</td>
<td>Associate Professor</td>
<td>Physical Education &amp; Recreation</td>
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<tr>
<td>Tom Hinch</td>
<td>Associate Dean, Community and International Engagement</td>
<td>Physical Education and Recreation</td>
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</tr>
<tr>
<td>Jane Springett</td>
<td>Professor and Director, Centre for Health Promotion Studies</td>
<td>School of Public Health</td>
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<tr>
<td>Leith Deacon</td>
<td>Professor</td>
<td>Science</td>
<td>Earth &amp; Atmospheric Sciences</td>
</tr>
<tr>
<td>Sandeep Agrawal</td>
<td>Professor and Inaugural Director of Planning Program</td>
<td>Science</td>
<td>Earth &amp; Atmospheric Sciences</td>
</tr>
<tr>
<td>Richard Kover</td>
<td>Sessional Instructor</td>
<td>St. Joseph's College</td>
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</table>
2. People consulted in Sustainability Plan workshops

Sustainability Plan workshops on education and research were held with two different groups: the Office of Sustainability Academic Advisory Committee (OSAAC) and a group composed of undergraduate and graduate students, non-academic staff, faculty, professional staff, alumni and community members.

Office of Sustainability Academic Advisory Committee (OSAAC) Workshops

Eight OSAAC members attended a Vision Workshop on January 30, 2015. Nine OSAAC members attended an Obstacles and Strategies Workshop on March 18, 2015. Participants included:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Mary Beckie</td>
<td>Associate Professor</td>
<td>Extension</td>
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</tr>
<tr>
<td>Evan Davies</td>
<td>Assistant Professor</td>
<td>Engineering</td>
<td>Civil and Environmental Engineering</td>
</tr>
<tr>
<td>Leith Deacon</td>
<td>Assistant Professor</td>
<td>Science</td>
<td>Earth &amp; Atmospheric Sciences</td>
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<td>Associate Professor</td>
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<td>Howie Harshaw</td>
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<td>Physical Education and Recreation</td>
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<tr>
<td>Trina Innes</td>
<td>Chief Sustainability</td>
<td>Office of Sustainability</td>
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<td></td>
<td>Officer</td>
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</tr>
<tr>
<td>Jasmine Lamarre</td>
<td>Graduate Student</td>
<td>Agricultural, Life and Environmental Sciences</td>
<td>Renewable Resources</td>
</tr>
<tr>
<td>Kerstyn Lane</td>
<td>Program Manager, Sustain SU</td>
<td>Sustain SU</td>
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<tr>
<td>Sandra Shores</td>
<td>Associate University Librarian</td>
<td>Bibliographic and Information Technology Services</td>
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<tr>
<td>Sheena Wilson</td>
<td>Assistant Professor</td>
<td>Campus Saint-Jean</td>
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<tr>
<td>Jiaxin (Sylvia) Xiong</td>
<td>Undergraduate Student</td>
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Workshops with non-OSAAC faculty, students, staff and alumni

Two workshops were held with faculty, students, staff and alumni. These workshops were open to everyone. Thirteen participants attended the Vision Workshop on February 6, 2015 and three participants attended the Obstacles and Strategies Workshop on April 8, 2015.

Participants:

<table>
<thead>
<tr>
<th>Name</th>
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<th>Department</th>
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</thead>
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<tr>
<td>Nathan Binnema</td>
<td>Undergraduate student</td>
<td>Faculty of Science</td>
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<tr>
<td>Lisa Claypool</td>
<td>Associate Professor</td>
<td>Faculty of Arts</td>
<td>Art &amp; Design</td>
</tr>
<tr>
<td>Mark Karstad</td>
<td>Manager, Academic Technology</td>
<td>Faculty of Medicine &amp; Dentistry, Office of Education, Academic Technology</td>
<td></td>
</tr>
<tr>
<td>Robert Luth</td>
<td>Vice-Provost (Academic Programs and Instruction)</td>
<td>Provost’s Office</td>
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<tr>
<td>César Montilla</td>
<td>Graduate student</td>
<td>Faculty of Engineering</td>
<td></td>
</tr>
<tr>
<td>Kim Peacock</td>
<td>Educational Developer (APO)</td>
<td>Faculty of Education</td>
<td></td>
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<tr>
<td>Saeidreza Radpour</td>
<td>Graduate student</td>
<td>Faculty of Engineering</td>
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<tr>
<td>PearlAnn Reichwein</td>
<td>Professor</td>
<td>Faculty of Physical Education and Recreation</td>
<td></td>
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<tr>
<td>Crystal Snyder</td>
<td>Undergraduate Research Coordinator</td>
<td>Undergraduate Research Initiative (URI)</td>
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<tr>
<td>Lisa Stein</td>
<td>Associate Professor</td>
<td>Faculty of Science</td>
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<tr>
<td>Brendan Trayner</td>
<td>Alumni</td>
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<tr>
<td>Neill Walker</td>
<td>Contract Academic Staff</td>
<td>Faculty of Arts</td>
<td>East Asian Studies</td>
</tr>
<tr>
<td>Jack Zupko</td>
<td>Professor</td>
<td>Faculty of Arts</td>
<td>Philosophy</td>
</tr>
</tbody>
</table>
3. People consulted in individual consultations

Consultations with Faculty Deans, Assistant Deans or other faculty representatives

From February to April, 2015, Naomi Krogman consulted with the Deans and Assistant Deans of 11 different faculties about teaching and research in the Sustainability Plan.

<table>
<thead>
<tr>
<th>Name</th>
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<th>Faculty</th>
</tr>
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<tbody>
<tr>
<td>Stan Blade</td>
<td>Dean</td>
<td>Agricultural, Life and Environmental Sciences</td>
</tr>
<tr>
<td>Nat Kav</td>
<td>Associate Dean (Academic)</td>
<td>Agricultural, Life and Environmental Sciences</td>
</tr>
<tr>
<td>Anne Naeth</td>
<td>Associate Dean (Research &amp; Graduate Studies)</td>
<td>Agricultural, Life and Environmental Sciences</td>
</tr>
<tr>
<td>Mikael Adolphson</td>
<td>Associate Dean / Teaching &amp; Learning</td>
<td>Arts</td>
</tr>
<tr>
<td>Michael O'Driscoll</td>
<td>Associate Dean (Research)</td>
<td>Arts</td>
</tr>
<tr>
<td>Allen Berger</td>
<td>Dean &amp; Executive Officer</td>
<td>Augustana Campus</td>
</tr>
<tr>
<td>Steven Dew</td>
<td>Associate Dean (Research &amp; Planning)</td>
<td>Engineering</td>
</tr>
<tr>
<td>Amy Dambrowitz</td>
<td>Research Development Officer</td>
<td>Engineering</td>
</tr>
<tr>
<td>Bill Connor</td>
<td>Acting Dean</td>
<td>Extension</td>
</tr>
<tr>
<td>Christie Schultz</td>
<td>Assistant Dean, Academic</td>
<td>Extension</td>
</tr>
<tr>
<td>Michael Splinter</td>
<td>Assistant Dean, Finance &amp; Operations</td>
<td>Extension</td>
</tr>
<tr>
<td>Brendan Hokowhitu</td>
<td>Dean</td>
<td>Native Studies</td>
</tr>
<tr>
<td>Nathalie Kermoal</td>
<td>Associate Dean (Academic)</td>
<td>Native Studies</td>
</tr>
<tr>
<td>Frank Tough</td>
<td>Associate Dean (Research)</td>
<td>Native Studies</td>
</tr>
<tr>
<td>Anita Molzahn</td>
<td>Dean</td>
<td>Nursing</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Department</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Pauline Paul</td>
<td>Associate Dean, Graduate Studies</td>
<td>Nursing</td>
</tr>
<tr>
<td>Carolyn Ross</td>
<td>Associate Dean, Undergraduate Programs</td>
<td>Nursing</td>
</tr>
<tr>
<td>Joanne Profetto-McGrath</td>
<td>Professor</td>
<td>Nursing</td>
</tr>
<tr>
<td>Sylvia Barton</td>
<td>Associate Professor and Associate Dean, Global Health</td>
<td>Nursing</td>
</tr>
<tr>
<td>Derek Sellman</td>
<td>Associate Professor</td>
<td>Nursing</td>
</tr>
<tr>
<td>Katherine Trepanier</td>
<td>Director, Undergraduate Programs</td>
<td>Nursing</td>
</tr>
<tr>
<td>Linda Youell</td>
<td>Director, Undergraduate Services</td>
<td>Nursing</td>
</tr>
<tr>
<td>Sue Crackston</td>
<td>Executive Assistant to the Dean &amp; Vice Dean</td>
<td>Nursing</td>
</tr>
<tr>
<td>Janice Causgrove Dunn</td>
<td>Associate Dean/Undergraduate</td>
<td>Physical Education and Recreation</td>
</tr>
<tr>
<td>Wendy Rodgers</td>
<td>Vice-Dean</td>
<td>Physical Education and Recreation</td>
</tr>
<tr>
<td>Christine Ma</td>
<td>Assistant Dean International Programs</td>
<td>Physical Education and Recreation</td>
</tr>
<tr>
<td>Donna Goodwin</td>
<td>Associate Dean Graduate</td>
<td>Physical Education and Recreation</td>
</tr>
<tr>
<td>Jason Lafferty</td>
<td>APO/Academic Programs</td>
<td>Physical Education and Recreation</td>
</tr>
<tr>
<td>Tammy Hopper</td>
<td>Associate Dean, Graduate Studies &amp; Research</td>
<td>Rehabilitation Medicine</td>
</tr>
<tr>
<td>Jonathan Schaeffer</td>
<td>Dean</td>
<td>Science</td>
</tr>
<tr>
<td>Glen Loppnow</td>
<td>Associate Dean (Learning &amp; Innovation)</td>
<td>Science</td>
</tr>
<tr>
<td>David Coltman</td>
<td>Associate Dean, Research</td>
<td>Science</td>
</tr>
<tr>
<td>Chris Sprysak</td>
<td>Associate Dean of Research &amp; Faculty Development</td>
<td>Law</td>
</tr>
</tbody>
</table>
Consultations with chairs of sustainability-related academic programs

Invitations to consult about the Sustainability Plan were sent to the Program Chairs, Coordinators or Directors in the following programs, which were identified as being sustainability-related:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Degree or Certificate</th>
<th>Faculty / Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Science / Studies</td>
<td>BSc or BA</td>
<td>Augustana Campus</td>
</tr>
<tr>
<td>Environmental Earth Sciences</td>
<td>BSc</td>
<td>Department of Earth and Atmospheric Sciences</td>
</tr>
<tr>
<td>Renewable Resources</td>
<td>MSc or PhD</td>
<td>Department of Renewable Resources</td>
</tr>
<tr>
<td>Resource Economics and Environmental Sociology</td>
<td>MSc or PhD</td>
<td>Department of Resource Economics and Environmental Sociology</td>
</tr>
<tr>
<td>Planning program</td>
<td>BSc or BA</td>
<td>Faculties of Science and Arts</td>
</tr>
<tr>
<td>BSc in Agriculture</td>
<td>BSc</td>
<td>Faculty of Agricultural, Life and Environmental Sciences</td>
</tr>
<tr>
<td>BSc in Animal Health</td>
<td>BSc</td>
<td>Faculty of Agricultural, Life and Environmental Sciences</td>
</tr>
<tr>
<td>BSc in Forestry</td>
<td>BSc</td>
<td>Faculty of Agricultural, Life and Environmental Sciences</td>
</tr>
<tr>
<td>BSc in Nutrition and Food Science</td>
<td>BSc</td>
<td>Faculty of Agricultural, Life and Environmental Sciences</td>
</tr>
<tr>
<td>Environmental and Conservation Sciences</td>
<td>BSc</td>
<td>Faculty of Agricultural, Life and Environmental Sciences</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>BA</td>
<td>Faculty of Agricultural, Life and Environmental Sciences and Faculty of Arts</td>
</tr>
<tr>
<td>Environmental Resource Management</td>
<td>Certificate</td>
<td>Faculty of Extension</td>
</tr>
<tr>
<td>MBA in Natural Resources Energy &amp; Environment (NREE)</td>
<td>MBA</td>
<td>School of Business</td>
</tr>
<tr>
<td>MBA with Sustainability Stream</td>
<td>MBA</td>
<td>School of Business</td>
</tr>
</tbody>
</table>
Program Chairs, Coordinators or Directors who met with Naomi Krogman or submitted written feedback are listed in the table below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position or Title</th>
<th>Faculty / Department</th>
<th>Program Name</th>
<th>Program Degree / Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glen Hvenegaard</td>
<td>Professor</td>
<td>Augustana Campus</td>
<td>Environmental Science/Studies</td>
<td>BSc or BA</td>
</tr>
<tr>
<td>Glynnis Hood</td>
<td>Associate Professor</td>
<td>Augustana Campus</td>
<td>Environmental Science/Studies</td>
<td>BSc or BA</td>
</tr>
<tr>
<td>Megan Wood-Smith</td>
<td>Environmental Resource Management Program Coordinator</td>
<td>Faculty of Extension</td>
<td>Environmental Resource Management</td>
<td>Certificate</td>
</tr>
<tr>
<td>Dev Jennings</td>
<td>Professor &amp; Director, Canadian Centre for Corporate Sustainability &amp; Social Entrepreneurship</td>
<td>School of Business</td>
<td>MBA with Sustainability Stream</td>
<td>MBA</td>
</tr>
</tbody>
</table>

Consultations with Student Groups

The following students’ groups were consulted about education and research in the Sustainability Plan:

- **Graduate Student’s Association (graduate students):** A presentation on sustainability in education and research was given to incoming and outgoing members of the GSA elective on April 17, 2015. Students were invited to discuss their visions, goals, obstacles and strategies concerning education and research at the University of Alberta.

- **Students’ Council (undergraduate students):** a presentation on sustainability in education and research was given to a Students’ Council meeting on March 24, 2015. Students were invited to discuss their visions, goals, obstacles and strategies concerning education and research at the University of Alberta.

- **Sustainable Food Initiative (SFI):** Students were invited to discuss their visions, goals, obstacles and strategies concerning education and research at the University of Alberta during a Sustainability Focus Group session in March 2015.

Additional students’ groups were invited to share their ideas about sustainability in education and research but were not able to participate.
Appendix C: Backgrounders for Sustainability Plan Workshops

These backgrounders on curriculum, co-curriculum and research were created as background materials for the Sustainability Plan workshops. They provided a “snap shot” of sustainability in each these areas as of January 2015.
Co-Curriculum

Selected Activities and Accomplishments Related to Campus Sustainability

**Activating Students**

- 30+ student groups
- 2-4 recent graduates hired annually to contract terms with the Office of Sustainability
- 3-6 student interns working annually with the Office of Sustainability
- 65-100 Campus Sustainability Volunteers developing community, capacity, and knowledge through their work
- 10 in residences
- 10+ UAlberta Ambassadors deliver Sustainability Campus Tours

**Annual Events**

- **Sustainability Awareness Week** Over 9,000 participants and 50+ events on 4 campuses
- **Student Sustainability Summit** Brings community leaders to campus to teach and mentor Alberta students
- **Sustainability Speaker Series** 12 world-renowned leaders delivered presentations to 3,000+ people since 2011
- **Earth Hour 2014** 1,183 Earth Hour pledges 396 lights switched off in flash mob 25,600 kWh saved in Lister residences
- **Orientation 2014** 2,715 new students engaged 1,050 learned about composting 154 One Simple Act on Campus commitments

**Green Spaces**

- Recognising students for integrating sustainability into their work and living spaces
- 37 residence dorms & apartments certified
- 28 student-run events certified

**Peer-to-Peer Programs**

- sustainEXCHANGE
- Bike Library
- Green Wing In Schaffer Hall
- Reusable Dish Program

**Funding**

- **Green Grants** $59,453 awarded to 48 recipients since 2010
- **Sustainability Enhancement Fund** $261,849 awarded to 10 projects since 2011

**Communications Outreach**

- Monthly readers for Office of Sustainability
  - 8,200 Sustainability eNews
  - 8,350 sustainability.ucalgary.ca
  - 2,400 Facebook Likes
  - 3,200 Twitter Followers
Curriculum

December 2014

Selected Activities and Accomplishments Related to Campus Sustainability

**Programs and Courses**

- 663 courses connected to sustainability

**Certificate Program**

- The Certificate in Sustainability

- 47 students enrolled in the CIS in the first semester.

**Community Service Learning**

- Engages students to advance sustainability performance by leveraging campus as a living lab.

- 1,131 CSL students 2013-14

- 180 CSL community partners 2013-14

**Faculty Development**

- February 5 and 6, 2014
  "The Craft of Teaching Sustainability" with Dr. Gary Machlis

- February 7, 2014
  "Broadening Participation in Sustainability Education and Research" with Dr. Gary Machlis

- December 4, 2014
  "Sustainability through Community Service-Learning and Undergraduate Research"

**Festival of Teaching 2013-14**

Theme focused on sustainable teaching and learning.

**Funding**

- SSHRC start-up funds secured to study the future of sustainability sciences and scholarship in Higher Education.
## Research

### Selected Activities and Accomplishments Related to Campus Sustainability

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Interdisciplinary Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% Faculty engaged in sustainability research</td>
<td>Kule Institute for Advanced Study Supports transformational interdisciplinary and comparative research. Grants include Research Cluster Grants, Research Team Grants, and Dialogue Grants.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Departments</th>
<th>Lecture &amp; Seminar Series</th>
</tr>
</thead>
<tbody>
<tr>
<td>64 out of 73 research-focused departments engaged in sustainability research.</td>
<td>Bentley Lecture in Sustainable Agriculture</td>
</tr>
<tr>
<td></td>
<td>Energy Talks Centre for Applied Business Research in Energy and the Environment</td>
</tr>
<tr>
<td></td>
<td>Eric J. Janson Memorial Lecture Series</td>
</tr>
<tr>
<td></td>
<td>Forest Industry Lecture Series</td>
</tr>
<tr>
<td></td>
<td>Medical Grand Grounds</td>
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<tr>
<td></td>
<td>Peter Kilburn Memorial Lecture Series</td>
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<tr>
<td></td>
<td>Renewable Resources Seminar Series</td>
</tr>
<tr>
<td></td>
<td>School of Public Health</td>
</tr>
</tbody>
</table>

### Centres and Institutes
- More than 50 campus and affiliated groups doing work related to sustainability.

### Undergraduate Research Initiative (URI)
- Supports students and instructors with instructional design, library resources, undergraduate research portal and funding opportunities.

### Sustainability Research
- Canadian Circumpolar Institute’s Northern Scientific Training Program and Northern Awards
- Helmholtz-Alberta Initiative’s Energy and Environment program
- University of Alberta Water Initiative

### Green Grants
- $59,453 awarded to 48 recipients since 2010

### Sustainability Enhancement Fund
- $261,849 awarded to 10 projects since 2011