

S-DESIGNATION for SUSTAINABILITY: WHAT, WHY and HOW

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System Sustainability Council**

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UH System Sustainability:

<https://www.hawaii.edu/sustainability/>

Mission and Purpose of the University

<http://www.hawaii.edu/policy/?action=viewPolicy&policySection=rp&policyChapter=4&policyNumber=201>

4. Within its unique geographical location, the university will serve as a leader in how it stewards the resources of the islands and the world for the benefit of all. The university shall be a global leader and model for the integration of sustainability throughout its teaching, research, operations, and public service.

The university recognizes that an important knowledge base in sustainable island systems resides in the indigenous people of Hawai'i and all those for whom Hawai'i is home. The university commits to consult with local cultural practitioners and sustainability experts on best practices in sustainable resource allocation and use for the well-being of our communities, our state, and the world. Critical resources include energy, food, water, land and sea as they are integrated with the relationships of family, culture, community, justice, work, and economy in the present and future.

- **Implementation of the Board of Regents Policy
EP 4.202: System Sustainability**

<http://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=4&policyNumber=202>

B. Curriculum

The University will encourage, facilitate and support curriculum development that advances the principles of sustainability and enables cross-campus collaborations that integrate teaching and research with solutions at the campus and community levels.

Specific goals include:

- 1. The development of appropriate new courses and programs related to sustainability that articulate across campuses.**
- 2. The integration of sustainability principles into existing curricula where appropriate.**
- 3. The development of campus and community based sites for laboratory or field-based learning related to sustainability, including engagement**

by students in the University's operational improvements in sustainability.

- 4. The incorporation of sustainability practices and learning into student life and other co-curricular activities.**
- 5. The development of professional development opportunities for faculty and students related to curriculum development and delivery in sustainability.**

BENEFITS OF THE S-DESIGNATION

- **Interdisciplinary Dialogue among faculty**
- **Professional Development**
- **Visibility for Students: the S-Designation would be marked in Banner, e.g., S-ENG 100.**
- **Curricular Coherence**

CATEGORIES OF S-DESIGNATION

1. **S Focused (SF)** courses have a thematic, primary, explicit focus on sustainability as an integrated concept having social, economic, and environmental dimensions. Course content is **at least 60%** focused on Sustainability.

2. **S Related (SR)** An S Related course is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course. These units/modules, activities or issues should be documented in course descriptions or syllabi. **A minimum of 10%** of course content is focused on Sustainability. (S Related courses may evolve into S Focused courses.)

Examples of S-Designated Classes, Programs and Degrees in the UH System:

<https://www.hawaii.edu/sustainability/sustainability-courses/>

Windward CC Sustainability Curriculum Committee

https://windward.hawaii.edu/Committees/Sustainability_Curriculum/

<https://windward.hawaii.edu/committees/>

Windward CC S-Designated Classes

https://windward.hawaii.edu/Committees/Sustainability_Curriculum/s-designated_courses.php

Kapi'olani CC Sustainability Curriculum

Sustainability Learning Outcomes:

- 1) Define sustainability on local, national, and international levels.**
- 2) Identify the personal values and attitudes that can facilitate sustainable living.**
- 3) Describe how the individual relates to the wider issues of sustainability.**
- 4) Measure one's impact on the triple bottom line: People, Planet, Profit.**
- 5) Identify the sociocultural values and attitudes that facilitate sustainable living at the local, regional and global levels.**
- 6) Apply concepts of sustainability to local, regional and/or global challenges.**
- 7) Demonstrate how concepts of sustainability are connected to local, regional and global issues.**
- 8) Describe how traditional and indigenous perspectives inform practices of sustainability.**

Kapi'olani CC Core Concepts of Sustainability

Faculty select one or more of the Core Concepts of Sustainability that will be included in the syllabus:

- 1. Sustainable economics: Quadruple Bottom Line: People, Planet, Profit, Culture; Gross National Happiness**
- 2. Ecosystem Services / Biodiversity**
- 3. Ecological Footprint, Carbon Footprint**
- 4. Cradle to Cradle / Waste Reduction**
- 5. Climate Change Mitigation / Renewable Energy**
- 6. Local First / Food Sovereignty / Food Miles**
- 7. Adaptive Resilience**

UH Campus Sustainability Curriculum Committees:
Some campuses have a committee or sub-committee of their Faculty Senate; other campuses have a review committee as part of their Sustainability Committee.

Example: Honolulu CC's Faculty Senate created a Sustainability Designation Review Committee.