TOWARD A SUSTAINABLE FUTURE:
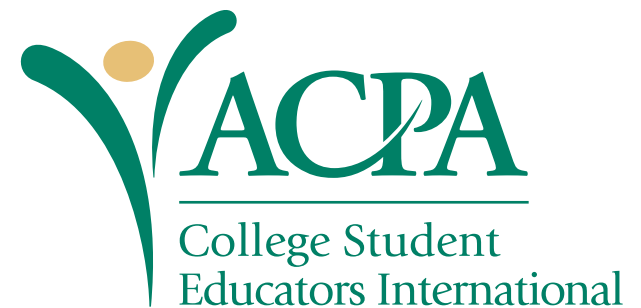
the role of student affairs

in creating

healthy environments,

social justice,

and strong economies.

ACPA
College Student
Educators International

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ABOUT ACPA

Founded in 1924 by May Cheney, the American College Personnel Association (ACPA) grew from forty-six members within five years to nearly 9,000 today. Headquartered at the National Center for Higher Education in Washington, DC, we represent educational institutions, individual professionals, faculty, students, organizations and companies. They all share a common interest – to support and foster college student learning throughout campuses across the United States and around the world.

ACPA's core values remain strong.

The education and development of the total student respect for diversity and human dignity; inclusiveness in membership involvement and access to the decision making process; advancement of the student affairs profession through continuous education; and advocacy on issues pertaining to all constituents are common practice among members

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FOREWORD

"Sustainability" is a tremendous word! Change agents reading this monograph have long used the term to mean anchoring a change initiative in the structures and processes of a system so the desired change can be perpetuated. Current uses of the term involve responding to current needs in such a way as to make it possible for future generations to also meet their needs indefinitely. Many years ago, Robert Greenleaf (1977) admonished leaders that in the future, their failure to act in the present when they could forecast negative consequences to inaction would be considered an ethical failure. Sustainability is indeed a profound ethical and moral obligation.

Each of us must adopt sustainability as a new personal and professional paradigm– a new way of thinking about our stewardship of our environmental, human, and economic resources. The ACPA educators involved in this monograph call on each of us to examine how we approach our professional work -- our mental models and paradigms of practice. What old models and practices do we need to confront so that new models and practices that promote the triple bottom line of sustainability in environmental and economic health and in demanding socially-just human relationship practices particularly in our shared human communities? This monograph invites each of us to examine our personal and professional role in advancing the wise and moral use of our environmental, human, and economic resources.

My granddaughters, Mary and Molly, will be my age in 2061 and 2063 and perhaps have grandchildren of their own. In this next half-century will they live in and build a world that is healthy in every possible way for their families, their communities, and the planet? Will their educators know how to teach them, model for them, and expect sustainable practices of them? Will their mental models of how we should be with each other and with our planet be uninformed and selfish or will they be devoted to ways of being that can perpetuate the stewardship of human communities and our planet? It is our ethical obligation to learn, model, teach, and expect sustainability in our personal lives, our offices, our campus practices, and all of our communities. This monograph assembles useful resources to help each of us embrace this journey.

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PREFACE

When Al Gore presented at the ACPA/NASPA Joint Meeting in Orlando, he seemed puzzled that with regard to climate change, people move directly from denial to despair (Gore, 2007). He also wondered aloud in *An Inconvenient Truth* (David, Bender & Burns, 2006) why people don't experience a moment of action and agency in between the stages of denial and despair. Those of us familiar with college student development theory know that denial may occur when there is too much challenge relative to the amount of support in students' lives. Sanford (1967) states that optimal learning occurs when people experience an ideal balance of both challenge and support. When challenge is too high, as I argue it is in contemplating climate change, people escape or retreat (Perry, 1981).

Another example of challenge that is too great was expressed by Townsend (2007), a communications specialist. She noted that we don't connect with people in our messages about climate change because our language is generally cataclysmic. For example, sustainability educators make reference to the end of the world, the demise of nature and humanity, and the question of irreversibility (the "tipping point"). On the other hand, the language in reference to solutions is impossibly minor, as when environmentalists suggest a range of individual actions such as changing light bulbs, taking public transportation, and using cloth grocery bags. The disconnect between the largeness of the challenge, and the smallness of the solution, is too great, and instead of people connecting with the message, they retreat in despair. This is the first of two primary ways I argue that we do not connect with people when attempting to educate about sustainability. The second way we do not connect is we reach an audience that is too narrow (more on this later).

So we might ask how to connect with people when communicating about sustainability, in order to increase their sense of hope and agency. The need for solutions that reflect the complexity of the issues is large; students respond with agency when their learning addresses the systems (Wheatley, 1999) nature of the issues that the problem of sustainability deserves. Our universities should adopt a systems approach, with learning outcomes of critical thinking and the ability to apply learning to solving complex problems (AACU, 2007). I believe that students will experience hope when they recognize that we are teaching a curriculum (including specific content knowledge, skills, and attitudes about sustainability) that will enable them to take on the complexities of the earth's challenges they will face in their lifetimes.

But speaking of complexity, those of us in the environmental movement sometimes have a problem of simplicity which makes it difficult for us to connect with all people. Sometimes our messages are apolitical, in that they do not recognize human inequities. For example, when we suggest purchasing green products which are sometimes more expensive given present market subsidies and incentive structures, we risk alienating a significant number of our students, faculty, and staff. In order to connect with our message, we must be supportive (Sanford, 1967), and we must also be inclusive.

How might we be more inclusive with our messages? First, if we can simultaneously consider all of the complexity the problem demands, we avoid simplifying complex social problems, and we then have a greater likelihood of considering more people. We might approach the problem of sustainability holistically. Part of the problem is that our previous academic paradigm encouraged disciplinary thinking, not global thinking (AACU, 2007). Under the old academic paradigm, educators broke down complex problems into piecemeal components – under the new academic paradigm, we recognize the interconnectedness of the problem of social inequities, racism, exploitation of the environment and exploitation of people. We could use the new paradigm (that considers problems in complex, interrelated ways) to communicate about sustainability: one inclusive of environmental health, social justice, and economic strength, in order to keep our message relevant and inclusive.

Two recent philosophical documents highlight the need for a paradigm shift in how we approach education: AACU's New Global Century (2007), which outlines that in an age of global interdependence we need to actively engage learners with compelling questions across the curriculum; and Learning Reconsidered (2004), which argues that instead of the fragmentation of learning caused by information transfer approaches to teaching and disciplinary silos and an "excess of simplicity" (p. 9), what students need is transformative learning. Transformative learning can lead to large, complex solutions – and large solutions to large problems make sense to students and can increase their agency. Complex solutions are also more likely (though not necessarily) to encompass more people. In order to connect with people in universities today, we need the new educational paradigm when communicating about the problem of and solutions for sustainability.

One example of a complex approach to sustainability is addressed by a scholar who uses the phrase "the unbearable whiteness of being green" (Harper, 2008). In other words, being environmental is currently unbearably associated with mostly White middle class people. Harper attempts to resolve this narrow approach by addressing the interconnectedness of racial geography, nutrition, body image, sustainability, and health. We need solutions such as these that will discuss complex problems in an inclusive and interconnected manner. For example, my colleagues address the interconnectedness of the "triple bottom line" of environmental health, social justice, and economic strength in this manuscript.

The need for success is too great to fail by neglecting to engage in a conversation that embraces all voices in the higher education community, or to fail by creating too much challenge and too little support. Offering complex, systems approaches has the potential to solve the problems of both exclusivity and hopelessness. But currently sustainability messages are primarily coming from White middle class people, and they are too catastrophic. If the sustainability movement has an image problem, one might reasonably ask whether that problem is rooted in a failure of public trust, particularly of the disempowered. One might

rationally ask the question, especially given our history: sustainability for whom? My colleagues have done an exceptional job of framing the problem with complexity in mind. In this call to action, there are multifaceted elements designed to increase our ability to act. In this monograph you will find specific resources, and guidelines for acting with both the earth's resources and human equity in mind.

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Educating students for a global future is no longer an elective.

~ *Musil, 2006*

INTRODUCTION

Imagine educating present and future citizens, consumers, scientists, engineers, and business executives to design and choose technologies and economic activities that sustain the natural environment; that enhance human health and well-being; and that mimic and live within the limits of natural systems. Imagine your division of student affairs providing essential opportunities for community members and students to acquire the values, attitudes, knowledge and skills needed to make change, become leaders, challenge the status quo, address complex issues, collaborate, and transform both themselves and society.

Imagine that student affairs, in collaboration with academic affairs and campus business operations, provides a campus setting where active, experiential, and collaborative learning and real-world problem solving on the campus and in the larger community is the norm. When students graduate, they have the knowledge, skills, daily routines and values of sustainability to apply to their future employment, consumption and investment decisions, lifestyle choices, and to the improvement of communities and political systems in which they live.

The United Nations has declared 2005-2014 a Decade of Education for Sustainable Development. Sustainability is most commonly defined as the ability to provide for the needs of the current generation without compromising the ability of future generations to meet their needs (World Commission on Environment and Development, 1987). It is typically referred to as having a triple bottom line: healthy environments, social justice, and strong economies. Since student affairs is a profession committed to developing good citizens, sustainability is a concept we must attend to as a profession: By expanding our knowledge base, by incorporating sustainability into our educational aims for students, and by working for sustainable practice as institutional leaders. It is only through a commitment to sustainability and sustainability education that our imaginings can come to fruition.

In order to accomplish that imagining though, we must recognize sustainability within its full context. One of the most limiting and therefore incomplete descriptions of sustainability is its representation as only an environmental degradation issue (e.g., *Inconvenient Truth*). In reality

> **Sustainability is most commonly defined as the ability to provide for the needs of the current generation without compromising the ability of future generations to meet their needs.**
> **World Commission on Environment and Development, 1987.**

there are two other critical components that intersect with the environment to complete sustainability's triple bottom line and have a direct impact on our work as college student educators: social justice and supporting strong economic development. The definition of sustainable development is not about saving the planet. It is about improving quality of life for all (D. Rowe, personal communication, January 22, 2008).

While many college campuses are embracing and addressing environmental issues of sustainability, how to address sustainability issues of social justice and economic development may not be as apparent to student affairs practitioners and scholars. Kirk & Okazawa-Rey (2007) suggest that sustainability is a central issue in the 21st century. They write that these issues involve questions about distribution of wealth, both within the rich and poor countries of the world and the direction of future economic development. Other key components of the concept include security and the sense of self as an underlying theme of sustainability.

This includes the individual security of knowing who we are; having sturdy family relationships; living in freedom from threats, violence and

coercion; having adequate income or livelihood; and enjoying health and wellness. It also involves the security of the community, nation and planet…severe structural inequalities between people: women and men, people of color and White people; people from the United States and other nations…a more sustainable future means finding new ways to distribute wealth so that everyone has the basics of life (Kirk & Okazawa-Rey, 2007, p. 4).

ACPA-College Student Educators International's core values of diversity, human dignity, and inclusiveness (http://www.myacpa.org/au/au_index.cfm) parallels the path of sustainability's focus on social justice. Diversity initiatives are a key component of creating a sustainable future, especially those that encourage the understanding of both diversity and commonalities; building understanding and empathy so we care about ending oppression and have social justice for all (D. Rowe, personal communication, 2008).

Kirk & Okazawa-Rey (2007) also discuss sustainability from an economic development perspective. They argue that a more sustainable future means rethinking materialism and consumerism and finding new ways to develop and distribute wealth so that everyone has the basics of life. In our roles as college student educators there is much that we can do to nurture and provide powerful, positive role modeling; help students consider their decisions as consumers; and make the invisible visible. Providing opportunities to our students to learn how to make sustainable life and consumer decisions will help them take a comprehensive look at the interconnections that exist between ecological, economic and equity issues such as global warming, pollution, health and poverty and work towards lasting solutions (Edwards, 2005).

Cohen (2007) articulates why this is so important, right now. He highlights the words of David Orr, "The truth is that without significant precautions, education can equip people merely to be more effective vandals of the earth" (p. 5). Cohen emphasizes that "the time to make the necessary paradigm shift in thought and action is short, and the need is critical." (p. 84)

The magnitude of this needed change is expressed by Gary Gardner (2006):

Creating a new understanding of progress is an ambitious, even audacious, task. But it is an unavoidable responsibility –"the great work" of our generation, to borrow from the title of Thomas Berry's most recent book. Changing our fundamental relationship to nature and redefining the purpose of our economies and obligations to other human beings is a far greater challenge than sending a man to the moon, cracking the human genome, or any other technological challenge ever undertaken, because it is more sweeping and because it involves changing the way people view the world and their place in it. (p. 155)

Student affairs scholars and practitioners have expertise in student development and learning and, as a profession we have often been at the forefront of important societal issues such as civil rights, social justice and community development. This leadership must continue as we face an increasingly complicated world demanding more of its college graduates, including the abilities and willingness to help solve the world's problems. Student affairs professionals must take seriously the responsibility they have as educators and role models to their students, colleagues, and communities around issues of conservation and sustainable energies strategies, responsible consumerism, civic engagement for public policy-making, sustainable economic development and community planning, and reducing the negative personal and societal impacts on our life-sustaining ecosystems. Astin (1995) explained that our impact and our responsibility cannot be understated:

Higher education educates] a large portion of citizens who bother to vote, not to mention most of the politicians, journalists, and news commentators. We also educate all the school administrators and teachers, who in turn educate everyone at the pre-college level. And we do much to shape the pre-college curriculum through what we require of our college applicants. In short, not only have we helped create the

problems that plague American democracy, but we are also in a position to begin doing something about them. If higher education doesn't start giving citizenship and democracy much greater priority, who will? (p.1)

ACPA recognizes that colleges and universities provide students with the knowledge needed to make an impact in their personal, civic and professional lives. By educating students in a way that makes sustainability a seamless part of their experience, students and student affairs professionals can make positive changes for society by making economically, environmentally and socially responsible choices that help create and maintain a flourishing ecosystem, healthier communities and stronger societies. These are complex and important societal issues that we must prepare our students to tackle.

To do so, student affairs professionals must make a commitment to sustainability: personally, professionally, and institutionally. Indeed, preparing students to be global citizens who have an awareness of and a commitment to sustainability solutions is an obligation of our profession. Just as faculty working in specific disciplines must update their teaching and pedagogy based on new research, new technology, and new discoveries, so must student affairs practitioners and scholars update their knowledge and practice. Contemporary needs and issues should serve to redefine what practitioners and scholars do and teach.

We (higher education) educate a large portion of citizens who bother to vote, not to mention most of the politicians, journalists, and news commentators. We also educate all the school administrators and teachers, who in turn educate everyone at the pre-college level. And we do much to shape the pre-college curriculum through what we require of our college applicants. In short, not only have we helped create the problems that plague American democracy, but we are also in a position to begin doing something about them. If higher education doesn't start giving citizenship and democracy much greater priority, who will? **Astin, 1995**

EDUCATING SELF

We must work to ensure that we are improving our quality of life without damaging the planet for future generations. The following is a guide to ensure that student affairs professionals are not only continuously seeking out new information on sustainability, but that we are competent in the basic awareness, knowledge, and skills necessary to be effective leaders on our campuses and with our students so that we are able to educate students and work to make change on our campuses. Specifically:

Sustainability Awareness is the ability to:
- Articulate your values and habits regarding sustainability.
- Articulate your personal values and an understanding of these values within the context of a larger society.
- Articulate how your personal choices and habits can affect sustainability.
- Articulate the implications that our personal choices and habits have on economic systems.
- Articulate how your behavior affects others.

Sustainability Knowledge is the ability to:

• Articulate the definition of sustainability.

• Articulate how concepts of sustainability are connected to issues of social justice, the environment, and economic strength.

• Articulate how ecosystems are degrading and where to go for information about this issue (e.g., www.worldwatch.org).

• Articulate how we are exceeding the carrying capacity of the planet (e.g. www.myfootprint.org).

• Articulate how to foster responsible long term sustainable development while ensuring that no country or community is left behind.

• Articulate the effects of individual, community, national, and international choices on ecosystems and human suffering.

• Articulate the connection between sustainability and the following:

> Access to health care

> Access to higher education

> Domestic partner benefits

> Energy consumption

> Energy Star® and "Leadership in Energy and Environmental Design" (LEED™) standards

> Fair Trade

> Lighting

> Livable wage

> Local First

> Packaging

> Purchasing practices

> Recycling

> Renewable energies

> Socially responsible investing

> Sustainable products consumption

> Transportation decisions

> Water

• Teach others about the power of an individual to make changes in society.

• Articulate the interdependence with other humans and the life supporting ecosystems.

• Articulate how human suffering is connected to the degradation of ecosystems and our choices as individual and community members.

• Articulate the tenets of systems theory and the inter-related effects of economic policy and cultural norms on sustainable consumption and healthy ecosystems.

• Employ change agent strategies to engage others and create change.

• Articulate how cultural values shape perspectives of what it means to be a fulfilled and engaged citizen.

Sustainability Skills include the ability to:

• Consciously contribute to healthy ecosystems through activities such as reducing your carbon footprint, and other initiatives so humans and other species can continue to live on the planet.

• Generate support for change through strong communication skills, consensus building strategies, and with openness to the ideas and struggles of others.

• Articulate clear, strategic, and practical course for changes on our campuses and beyond that will contribute to sustainability.

• Challenge the status quo to achieve transformative change around sustainability.

• Take action on issues and get involved by joining organizations, assess the political, economic, and cultural landscapes contacting your elected officials, or simply share information with colleagues, family, and friends.

• Apply effective change agent skills and implement them to achieve sustainability.

• Design sustainable programs, policies, and practices.

• Educate students to be lifelong learners and role models on sustainability awareness, knowledge, and skills.

EDUCATING STUDENTS

Fostering student learning and promoting citizenship through the engagement of the disciplines is the philosophical and historical core of education in the United States (AAC&U, 2007). In the student affairs profession, we believe that this learning in partnership with a co-curricular context about civic engagement and personal development prepares students to encounter life's big questions. In the 21st century, the questions our students encounter include those around climate change, inequity in how humanity interacts and treats one another, and the inability of our present glob¬al economic systems and regulations to provide for all people.

Students entering colleges in the past 10 years have become increasingly more pragmatic and utilitarian in their approach to education (Pryor et al., 2006).

Higher education is seen as a means to social mobility, as opposed to developing a habit of mind that leads one to leadership and service. The vast majority of students entering higher education are more sheltered and conventional than preceding generations (Howe & Strauss, 2000). Their highly structured lives have been framed by standardized tests and inexperience questioning the status quo. These characteristics coupled with an intense desire to be successful leads to a group of students who are motivated to make change, but lack the direction to do so (Howe & Strauss, 2000). An ability to think critically beyond the status quo and utilize this knowledge is critical to their success.

Employers rely on universities to prepare students for the reality of the world of work. This reality is framed by the triple bottom line. Corporations want to be perceived as environmentally friendly, fiscally responsible, and attentive and caring towards their employees and communities. Sustainability has become a requisite knowledge area for many industries and careers.

...All students need to learn, through an interdisciplinary approach, not only the specifics of our sustainability challenges and the possible solutions, but also the interpersonal skills, the systems thinking-skills, and the change agent skills to effectively help to create a more sustainable future. (U.S. Partnership for Education for Sustainable Development, 2007)

Sustainability, like citizenship and ethical decision-making, can be embedded into all aspects of one's personal, professional and civic life. To provide guidance on how to best support this learning in the curriculum and co-curriculum, we offer the following learning outcomes for students:

Each student will:
1. Be able to **define** sustainability.
2. Be able to **explain** how sustainability relates to their lives and their values, and how their actions impact issues of sustainability.
3. Be able to **utilize** their knowledge of sustainability to change their daily actions and consumer mentality.
4. Be able to explain how environmental, social, and economic systems are **interrelated**.
5. Learn **change agent skills**. (Understands the sustainability issues; can analyze the issues and possible solutions from a systems perspective as well as a personality/group dynamics perspective; can identify and implement viable solutions to shift the organizational, societal or cultural practices and policies towards sustainability)
6. Learn how to **apply** concepts of sustainability to their campus and community.
7. Demonstrate a **commitment** to sustainability by actively applying their knowledge of sustainability to their lives, professions, and societies.

The table in pages 18 through 21 of the monograph provides additional information about these learning outcomes, including dimensions of the outcomes, possible developmental experiences for learning, and bodies of knowledge for educators.

Students need opportunities to practice being a change agent, and to reflect on successes and failures. This practice and reflection helps students build a healthy self concept that includes being a compassionate and effective change agent for a sustainable future. Most higher education institutions already have in their mission a statement about preparing students to contribute to a better society. Curricular and co-curricular sustainability education helps to implement this part of the mission.

> Sustainability education can best help us as individuals make the complex, conceptual connections between economic prosperity, benefits to society, environmental health, and our own well being. Ultimately, the collective wisdom of our citizens, gained through education, will be the most compelling and most successful strategy for achieving sustainable development.   **James Elder, Campaign for Environmental Literacy**

INSTITUTIONAL CHANGE

Higher education plays a crucial role in educating students about sustainability. There are more than 14.8 million students enrolled at more than 4,000 colleges and universities in the United States alone (U.S. Department of Education, 2001). Higher education has the ability to influence current and future leaders and professionals and deeply influences K-12 education; it is an environment dedicated to new ideas, exploration and experimentation and has the critical mass and diversity of skills necessary to provide transformative change in thinking, values, and action. "Everything that happens at a university and every impact, positive and negative, of university activities shapes the knowledge, skills, values of the students" (Timpson et al., 2006, p. xiii).

Student affairs professionals, in addition to educating themselves and students on sustainability, should also be leaders in making institutional change.

Why should institutions embrace sustainability?

The University is a microcosm of the greater community (Timpson et al, 2006, p. xiv). "Therefore, the manner in which it carries out its daily activities is an important demonstration of ways to achieve environmentally responsible living and to reinforce desired values and behaviors in the whole community" (Timpson et al, 2006, p. xiv). Higher education has an ethical and moral obligation to lead sustainability efforts in our society. There are many benefits to embracing sustainability in higher education.

Opportunities to enhance the educational process, theoretical to experiential/practical applications

Sustainability education provides faculty and students with an opportunity to explore how their behaviors affect the quality of life of people and other living beings around the globe. It emphasizes pedagogical learning approaches that are active and experiential, based on inquiry and real world problems (Timpson et al., 2006, p. xiii). It can be interwoven into all disciplines and can elevate the learning experience to one that is richer in relevance and meaning.

Prepare students for citizenship and career

We are the first generation capable of determining the habitability of the planet for humans and other species; the decisions of this generation are crucial. "To meet the immense challenges of the present and future, it is important that all undergraduate and graduate students learn about our environmental and social sustainability challenges and be provided with learning opportunities that engage them in solutions to these challenges…We are looking for these sustainability educated students as future business people, as employees, as consumers, innovators, government leaders and investors. We would like to see this be a requirement for all students." (U.S. Partnership for Education and Sustainable Development, 2007).

Attract students, staff, and faculty

In a recent survey by Key Education Resources, 18 percent of students planning to attend college said that their number one social concern is the environment ("Environment - More than Jobs," 2007). Movies like *An Inconvenient Truth* and *The 11th Hour* have helped raise the consciousness of our society about sustainability. Institutions that can articulate what they are doing to promote and support sustainable development will succeed in recruiting and retaining more talented students, staff, and faculty.

Save money and resources

Sustainability is bottom line good business. It is a smart way for higher education to respond to volatile energy prices, and climate change ecosystem and economic disruptions (D. Rowe, personal communication, October 23, 2006). The business sector has modeled this approach for higher education. Some of the first articles published about sustainable development were in the *Harvard Business Review*. In addition, many smart and cutting edge business leaders see sustainability as a way to reduce financial risks (e.g. World Business Council for Sustainable Development). It is possible for colleges and universities to save money through sustainability programs, including: energy conservation, water conservation, and recycling.

Improve the institution's reputation

Bad press and damaged institutional image are a distinct possibility if labor and social equity issues aren't addressed. Quite simply, sustainability equals positive public relations. More and more organizations are ranking colleges and universities based on sustainability. For example, *Grist*, an online environmental magazine based in Seattle, and *Time* and *Newsweek* have all had articles highlighting the top green colleges and universities in the country.

> The university should be neither a trade school nor a repository of tradition, but rather an institution with the responsibility for the preparation of citizens, the training of professionals, and the communication of a cultural inheritance. **Anderson, 1993**

Why isn't sustainability currently a foundation of all learning and practice in higher education?

I am too busy

Many of us in higher education wear multiple hats and struggle to balance competing demands. Sustainability can feel like another item on our ever increasing to-do list. However, sustainability is not about doing more work, it's about doing the good work differently. For example, stop having bottled water and instead provide pitchers of water. Encourage staff members to travel with their mugs to meetings, order staff shirts from a distributor that uses organic cotton, etc.

These issues are too complex and I don't know this stuff

The biosphere has survived five different extinctions in the past and will most likely survive the potential sixth one that is being created by humans. The question is will humanity survive and, if so, what kind of society will remain? We seem to readily embrace the notion that if the issues are too complex to understand, that we are somehow excused from dealing with them. However, each of us should accept responsibility for promoting and supporting sustainability or accept the consequences if we choose not to.

Unless we have a background in social justice, economics, or environmental science, tackling issues of sustainability on our campus can feel uncomfortable. However, there are many resources to support our journey ranging from "webinars" to conferences to Web sites. Often, it is not about knowing the answers; it is just a willingness to ask sustainability questions and empower

our staffs to be open to the many resources available to assist us.

This is just another "topic of the month"
The U.S. has approximately 5% of the world's population and is consuming 25% of the world's resources (Jucker, 2002). Most college students do not know that we can end human suffering and environmental degradation and social injustice while building stronger economies. But a rapid paradigm shift is needed and education is the key. This is not just a passing fad or topic of the month. Sustainability education is a long-term commitment that will have long-term benefits for humanity and other living creatures.

How can I influence institutional change?

1 - Use systems thinking to connect issues and resources.
We view health, social, economic, political, security, issues as separate, competing and hierarchical when they are really systematic and interdependent. Sustainability is not just about problem solving, and it is not just about the environment. We need a systems approach to think about and solve these problems. Understand how the institution functions and changes from the macro-level.

The campus is a microcosm of the larger community. As such, sustainability must be integrated into all components of the university: operations, planning, facilities design, campus life, transportation, curriculum, and purchasing. (Timpson et al., 2006). As student affairs professionals, we can act as the "weavers of the sustainability fabric" (p. 27) in an institution. We can help the operations, purchasing, planning and community partnership divisions identify their sustainability questions and potential projects. We can communicate these pos¬sibilities to the curricular and co-curricular faculty and staff and establish ways for students to work on these questions and projects for academic credit and/or as part of student and residential life activities.

2 - Remember the triple bottom line.
Sustainability is about the environment, and it is about much more. It is a reflection of healthy environmental, economic, and societal factors. We do not have

environmental and health problems, per se. We have negative environmental and health consequences because of the way we have organized society from a cultural, social, economic and technological perspective. When you think about your campus, don't just think about the environmental issues. How are people hired? How are purchasing decisions made?

3 - Invite those who are not typically there to the table.
We must move past our individual functional silos and encourage a more holistic, interconnected response. These are complex issues that require a collaborative approach. The institution will benefit from creating a learning community across divisions and departments that encourages synergy around sustainability. The 21st century challenges must be addressed in a systemic, integrated, and holistic fashion. An institution-wide Sustainability Taskforce can bring these different divisions into a more effective collaborative set of activities.

> Since the public schools are unlikely in the foreseeable future to prepare students adequately for citizenship, the role of colleges has taken on a special significance. Not only will college graduates continue to vote more frequently; since they are better informed than those with less education, their influence on the outcome will be greater. As in the past, they will likewise make up the vast majority of all public officials, elected or appointed. All these factors make their preparation for enlightened citizenship especially important to the nation. **Bok, 2005**

4 - Create a demand for sustainable products and services.
Higher education is a large economic engine. The 4,000 plus colleges and universities in the United States spent more than 300 billion dollars in 2003. This is greater than the GDP of all but 25 countries in the world (Dowling, 2001). Imagine the market impact for sustainability preferable products and services if higher education modeled sustainability through

its purchasing and operations. The national professional organizations for procurement officers, facilities directors, planners and over ten other national higher education associations have joined with ACPA to create the Higher Education Associations Sustainability Consortium, providing resources on sustainability for all divisions (www.heasc.net). Student affairs professionals can use these resources to build momentum at their own institutions and in the broader communities.

5 - Conduct a department, division, and campus sustainability assessment.
Assessment is a critical piece of the change process. How is energy being used? What changes in purchasing practices can be made? Does the LGBTQ resource center meet its clients' needs? The Association for the Advancement of Sustainability in Higher Education (AASHE – www.aashe.org) has initiated a collaborative process to develop a campus sustainability rating system, called the Sustainability Tracking, Assessment, and Rating System (STARS).

6 - Change operational and policy norms.
Help make the invisible visible. Ask, "Is this operation/policy environmentally responsible, socially responsible, and economically responsible?" Research the carbon footprint (http://www.myfootprint.org/) of a product before it is purchased. Make sure institutional purchasing makes buying anti-sweatshop, fair trade, and green products a priority. Commit to future and renovated buildings to be LEED™ or equivalent.

7 - Seek to learn about/influence your institution's investment policies.
Colleges and universities must manage endowment investments and working capital investments in an environmentally and socially responsible manner. The Sustainable Endowments Institute publishes the *College Sustainability Report Card*, a document that assesses the sustainability efforts at the 200 public and private universities with the largest endowments. The 2008 report showed that more institutions are investing in renewable energy funds than in previous years.

8 - Participate in the American College & University Presidents Climate Commitment.
The American College & University Presidents Climate Commitment (ACUPCC) is an effort to address global warming by garnering institutional commitments to neutralize greenhouse gas emissions, and to accelerate the research and educational efforts of higher education to equip society to re-stabilize the earth's climate. Presidents signing the Commitment are pledging to eliminate their campuses' greenhouse gas emissions over time. Student affairs can help presidents make the initial commitment and reach the goals.

9 - Encourage student activism.
By providing service learning and volunteer opportunities and by teaching change agent skills, we can help members of the campus community learn to act on their commitment to sustainability and build self-concepts of a life-long learner engaged in helping to create the triple bottom line of a sustainable future.

10 - Integrate sustainability into the curriculum.
The context of learning will need to change to make human/environmental interdependence, values, and ethics a seamless central part of teaching all disciplines, rather than isolated as a special course or module in programs for specialists (Timpson et al., 2006).

11 - Utilize signage and other communication mediums to educate and provide awareness about sustainability.
"Communication is to sustainability what location is to real estate" (A. Cortese, personal communication, January 23, 2007). Anti-sweatshop, fair trade, and green products and processes must be available with well labeled signage in campus dining halls, convenience stores, and bookstores. Information about sustainability should appear on each unit or department's

Web site. Communication with constituents (parents, students, alumni, etc.) should include information about sustainability initiatives.

12 - Create a position and job descriptions on campus devoted to sustainability issues.

A considerable number of institutions have recognized the need for full-time campus administrators. Of the 200 institutions with the largest endowments in the United States, 37% report having dedicated sustainability staff (Sustainable Endowments Institute, 2008). Many schools are beginning to add sustainability expectations into their job descriptions throughout the institution.

13 - Learn from other institutions and associations.

We do not need to reinvent the wheel in regards to sustainable practices. A number of colleges, universities and associations can serve as role models for integrating sustainability into all aspects of the institution. The Association for the Advancement of Sustainability in Higher Education's (AASHE) Web site serves as a clearinghouse for sustainable initiatives. ACPA has a number of resources to help integrate sustainability into the work you do on your campus (myacpa.org), including a primer on sustainability, strategies and campus activities lists.

How will we know if change is successful at our institution?

What are some of the indicators that suggest that we are being successful in our efforts to integrate sustainability education and awareness into our communities?

- Faculty, staff and students would be engaged as effective change agents in our sustainability efforts;
- Faculty, staff and students would know that their daily decisions affect the quality of life of people around the globe;
- The campus would serve as a living lab for sustainability practices and skill building;
- The university would provide models and opportunities for practicing and changing behaviors;

- Together, all pieces of the campus community would build values, behaviors and identities; and
- The campus would become a community of problem solvers and change agents.

This is a crucial time for college student educators to become knowledgeable sustainability experts. Higher education and student affairs are uniquely situated to provide educational and cultural experiences to assist with the growth and development of all of our students. The goal of education for sustainable development is to help reduce human suffering through the integration and lived practice of social change agent skills learned by, embraced and utilized by the entire educational campus community and beyond.

> **While in college, students have the opportunity to participate in several organizations which will provide them with essential leadership skills. It will be imperative that as we are teaching students how to lead, we're also teaching them a process for how to solve problems of the modern age. In order for students to act as change agents, they will need to engage in civic matters. Putnam, 1995**

STUDENT OUTCOMES	DIMENSIONS OF OUTCOMES (COMPETENCIES):	POSSIBLE DEVELOPMENTAL EXPERIENCES for LEARNING (STRATEGIES):	BODIES OF KNOWLEDGE FOR EDUCATORS:
1 Each student will be able to define sustainability.	• Understand the definition of sustainability. • Understand how concepts of sustainability are connected to issues of social justice, the environment, and the economy. • Explore these concepts on local, national, and international levels.	Residence hall programs; FYE and orientation programs; campus speaker series; bulletin boards; service and service learning experiences; curricular and co-curricular collaborations (e.g. general education outcome and infusion throughout the disciplines - first year community reading book); town hall forums; Domestic study, study- and service-abroad experiences; film series; speaker series; media festivals; information in campus media outlets; office of multicultural affairs/diversity programming; curricular projects.	Experiential learning, Cognitive development, identity development, interpersonal sensitivity, neurolinguistics, epistemology, learning theory; systems theory
2 Each student will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability.	• Self-reflect on values and habits. • Identify personal values and understand these values within the context of a larger society. • Understand how personal choices and habits can affect sustainability. • Understand implications for economic growth and equity. (Foster responsible long-term growth while ensuring that no nation or community is left behind.) • Gain knowledge of the effects of individual level, community level, national level and international level choices on ecosystems and human suffering.	Residence hall programs; orientation and FYE activities; one-on-one conversations with student affairs staff members; service and service learning experiences; programs sponsored by campus faith-based organizations and offices; curricular projects.	Psychosocial theory; identity development; reflective judgment, interpersonal sensitivity; multiple intelligences; spiritual development, moral and ethical development

STUDENT OUTCOMES	DIMENSIONS OF OUTCOMES (COMPETENCIES):	POSSIBLE DEVELOPMENTAL EXPERIENCES for LEARNING (STRATEGIES):	BODIES OF KNOWLEDGE FOR EDUCATORS:
3 Each student will be able to utilize their knowledge of sustainability to change their daily actions and consumer mentality.	• Demonstrate an understanding of the power to choose responsibility to self and/or responsibility to society. • Demonstrate an understanding of how your behavior affects others. • Understand concepts of social development. (Throughout the world, people need economic resources, food, education, energy, health care, water and sanitation). • Learn how to maintain healthy ecosystems so humans and other species can continue to live on the planet. • Understand concepts related to: Lighting, Water and other energy consumption Renewable energy, Sustainable products consumption, Purchasing practices, Recycling Transportation decisions, Energy Star®, and "Leadership in Energy and Environmental Design" (LEED™) standards, Fair Trade, Social justice issues	Residence hall and other educational programs; FYE and orientation programs; signage on existing energy efficient/ renewable energies buildings/operations; academic projects; campus-wide speakers; bulletin boards; film and speaker series; Residence hall, student organization, fraternity and sorority, and intramural/club sports competitions; personal contracts; community (floor) agreements; health & safety checks with resident feedback; campaign by campus transportation units; sweatshop free bookstores and purchasing policies catalyzed by students; FYE; curricular and capstone projects.	Systems theory, change theory, cultural relativism, moral development, socio-political theory, reflective judgment, interpersonal sensitivity, orders of consciousness
4 Each student will be able to explain how environmental, social, and economic systems are interrelated.	• Demonstrate an awareness of the power of an individual in society. • Gain knowledge of our interdependence with other humans and the life supporting ecosystems. • Gain knowledge of the types and extent of human suffering and how they related to each other, to the degradation of ecosystems and to our choices as individual and community members. • Gain knowledge of systems theory and the interrelated effects of economic policy and cultural norms on sustainable consumption and healthy ecosystems. • Understand power, cultural norms, the change process, and change agent strategies.	Development of educational modules on change agent skills to be distributed for use by educators; involvement in campus leadership positions; town hall forums; conference attendance; problem based learning in curricular and co-curricular settings; attendance at meetings where policy is discussed and decided upon: town and gown, city council, county council, Board of Trustees; participation in political campaigns; service and service learning experiences.	Systems theory, change theory, cultural relativism, moral development, interpersonal sensitivity, orders of consciousness

STUDENT OUTCOMES	DIMENSIONS OF OUTCOMES (COMPETENCIES):	POSSIBLE DEVELOPMENTAL EXPERIENCES for LEARNING (STRATEGIES):	BODIES OF KNOWLEDGE FOR EDUCATORS:
5 Each student will learn change agent skills.	• Understands the change process. • Is able to assess the political and cultural climates pertinent to change. • Has the ability to generate support for change through strong communication skills, consensus building strategies, and with openness to the ideas and struggles of others. • Can articulate clear, strategic, and practical course for change. • Knows how to challenge the status quo to achieve transformative change.	Development of educational modules on change agent skills to be distributed for use by educators; involvement in campus leadership positions; town hall forums; conference attendance; problem based learning in curricular and co-curricular settings; attendance at meetings where policy is discussed and decided upon: town and gown, city council, county council, Board of Trustees; participation in political campaigns; service and service learning experiences; etc.	Systems theory, change theory, cultural relativism, moral development, interpersonal sensitivity, orders of consciousness, organizational theory, leadership theory, group dynamics
6 Each student will learn how to apply concepts of sustainability to their campus and community	• Demonstrate the ability to take action on issues. • Apply effective change agent skills and implement them to achieve sustainable development.	Modify the institution's and student organizations' practices, mission statements, and constitutions; utilize student governance structures to request compliance with LEED™ and other sustainability standards; awareness raising campaigns; letter writing campaign and implementation project for sustainable practices in dining services unit on campus; work with campus facilities/ grounds units to assess current practices; work with facilities and business office to create more sustainable operations and standards; organization of community recycling and reduced toxins program; environmental impact statements from Residence Hall Governments and campus student governance groups; "Walk Don't Ride," "Do It in the Dark" campaigns; collaboration with campus transportation units; Facebook groups; problem based learning (PBL) activities in curricular and co-curricular settings; curricular "change" projects; utilize campus media to carry message.	Systems theory, change theory, cultural relativism, moral development, interpersonal sensitivity, orders of consciousness, organizational theory, leadership theory, group dynamics

STUDENT OUTCOMES	DIMENSIONS OF OUTCOMES (COMPETENCIES):	POSSIBLE DEVELOPMENTAL EXPERIENCES for LEARNING (STRATEGIES):	BODIES OF KNOWLEDGE FOR EDUCATORS:
7 Each student will demonstrate a commitment to sustainability by actively applying their knowledge of sustainability to their lives, professions, and societies.	• Demonstrate an obligation to civic engagement. • Work to ensure sustainable economies. • Work to ensure a healthy and flourishing environment. • Contribute to the creation and maintenance of inclusive communities on a local, national, and international level. • Work to ensure cultural and social diversity and social justice. • Work to ensure that the rights of workers are respected and that all members of society play a role in determining their futures.	Career services center programming and , counseling; residence hall programs; student organization activities; graduation pledges or FYE pledges (currently Graduation Pledge) that are implemented throughout the undergraduate experience; alumni activities; speaker and film series; service and service learning experiences	Systems theory, change theory, cultural relativism, moral development, interpersonal sensitivity, orders of consciousness, organizational theory, leadership theory, group dynamics, career development theory, self-authorship

Learning how 6-9 billion humans can live within the limits of the planet's life-support system without increasing suffering on a massive scale is the defining challenge of the 21st century.

~ James Elder, Campaign for Environmental Literacy

CONCLUSION

Higher education must adapt to the sustainability facts and challenges of our time. Student affairs professionals are in a unique and important position to help create solutions to our sustainability challenges. Students affairs can bring together the academic, co-curricular, and operations parts of the institution to help create models and practices of sustainability on campus, and share these models and practices with the larger public. Student affairs can help students understand our sustainability challenges and engage in the solutions. There are many resources to assist student affairs practitioners and scholars. It is not necessary to be an expert. Sustainability can be integrated into our daily work in order to create a future of higher quality of life and less human suffering for all.

SELECTED RESOURCES

After some select key resources from professional organizations in higher education and ACPA, these resources are organized by the three components of sustainability's triple bottom line: Environmental Health, Social Justice, and Economic Justice and Development with additional resources for assessment. While the resources are organized by the components of the triple bottom line, it is important to recognize that the three components are interconnected and interdependent.

PROFESSIONAL ASSOCIATIONS & KEY RESOURCES:

AASHE (Association for the Advancement of Sustainability in Higher Education (AASHE) http://www.aashe.org

Association of American Colleges & Universities (AAC&U) (2007). College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America's Promise. Washington DC: AAC&U.

Plan B 3.0: Mobilizing to Save Civilization by Lester Brown, downloadable at http://www.earth-policy.org/Books/PB3/Contents.htm

HEASC (Higher Education Associations for Sustainable Development) http://www.aashe.org/heasc/

Play a Greater Part:
http://www.playagreaterpart.org
http://www.aashe.org/heasc/announcements/playagreaterpart.php

Disciplinary Associations for Sustainability:
http://www.aashe.org/dans

Web Sites
Second Nature: http://www.secondnature.org

U.S. Partnership for Education for Sustainable Development:
www.uspartnership.org

ACPA resources:
• Change agent skills for sustainability
http://www.myacpa.org/taskforce/sustainability/docs/Change_Agent_Skills.pdf

• Campus activities for sustainability
http://www.myacpa.org/taskforce/sustainability/docs/Tool_Kit_Campus_Activities.pdf

• Primer on sustainability
http://www.myacpa.org/taskforce/sustainability/docs/SustainablePrimer.pdf

ENVIRONMENTAL HEALTH

The great challenge to environmental health at this time is climate change. In addition, environmental issues include broader concerns of natural resources and humans' disproportionate impact on the environment. These include water pollution and availability, equitable access to resources, and ensuring that resources of all kinds are managed with future generations in mind. Many experts believe that we have years, not decades, to effectively address the climate change crisis. Although this can be overwhelming, the collective action, power, and strength of higher education as industry, educators, and change makers should not be underestimated.

Books

Bartlett, P. F., & Chase, G. W. (2004). *Sustainability on campus: Stories and strategies for change.* Cambridge: MIT Press. *These personal narratives of greening college campuses offer inspiration, motivation, and practical advice. Written by faculty, staff, administrators, and a student, from varying perspectives and reflecting divergent experiences.*

Corcoran, P. B., & Wals, A. E. (2004). *Higher education and the challenge of sustainability: Problematics, promise, and practice.* Boston: Kluwer Academic. *Contains information on higher education, environmental aspects, economic aspects and sustainable development.*

Dawson, J. (2006). *Ecovillage: New frontiers for sustainability.* Totnes: Green Books. *The energy analysis was used to evaluate the sustainability of a village which aims to be ecologically friendly.*

Firor, J., & Jacobsen, J. (2002). *The crowded green-house: Population, climate change, and creating a sustainable world.* New Haven: Yale University Press.

Kasemir, B. (2003). *Public participation in sustainability science: A handbook.* New York: Cambridge University Press. *Contains an incredible array of essays and articles by scholars in the field.*

Norton, B. G. (2005). *Sustainability: a philosophy of adaptive ecosystem management.* Chicago: University of Chicago Press.

Smith, P. (2007). *Sustainability at the cutting edge: emerging technologies for low energy buildings.* Burlington: MA: Architectural.

Films

Bender, L. (Producer), Burns, S. (Producer), Burns, S.Z. (Producer), & Guggenheim, D. (Director). (2006). *An inconvenient truth* [Motion Picture]. United States: Lawrence Bender Productions. *This Academy Award winning film interweaves Al Gore's personal life with his slideshow on global climate change. The informative lecture describes the complex science behind climate change, clearly and concisely for the novice viewer. Gore explains the crisis we face as well as reason to believe we can make a difference and what is necessary to do so.*

Conners, N. (Director), Conners-Petersen, L. (Produc-er/Director), & DiCaprio, L. (Producer). (2007). *The 11th Hour* [Motion Picture]. United States: Leonardo DiCaprio Productions.

Web Sites

Alliance to Save Energy http://www.ase.org

Union of Concerned Scientists http://www.ucsusa.org/

Intergovernmental Panel on Climate Change http://www.ipcc.ch/

SOCIAL JUSTICE

Higher education in general and the student affairs profession in particular has a long history of working towards fostering more just and equitable societies for all. Institutions of higher education, most of which are still predominantly led by those in the dominant culture (e. g., those who are White), have a responsibility to work to make sure that their institutions are not fostering the system of oppression, provide resources to support those who experience oppression in society and on campus, help students gain the skills to communicate across difference, and give them the skills and foster the commitment to work towards more just and sustainable societies after they leave the institution.

In the preface to this monograph, Susan Longerbeam wrote that the environmental component of sustainability is currently associated with only White middle class people, although many recognize that the most suffering from environmental degradation often occurs in poorer communities. Given that important reality, there have been numerous ways created to enhance and expand sustainability efforts to include the left out voices and peoples. One of the core values of our profession and ACPA is the value of inclusion and the dignity and worth of every human being. As you consider designing and creating sustainable, social justice programs utilizing these and other resources in this monograph, we challenge you and your colleagues to reach out to marginalized and underrepresented groups. All of us are in this together as we all occupy one planet, one earth. It is our hope that we can with intentionality and with an ethic of care work together as one humanity for the benefit of all.

Books

Adams, M., Bell, L. A., & Griffin, P. (1997). *Teaching for diversity and social justice: A sourcebook.* New York: Routledge. *This sourcebook is a great resource for those looking to teach, train, or provide workshops about broad issues of oppression and social justice as well as specific issues including racism, classism, sexism, heterosexism, Anti-Semitism, and ableism.*

Adams, M. (2000). *Readings for diversity and social justice.* London: Routledge.*This reader is a great companion to Teaching for Diversity and Social Justice: A Sourcebook. This book is an anthology collection of 95 articles, chapters, snippets, and personal stories on diversity and social justice.*

Andersen, M. L., & Collins, P. H. (2006). *Race, class, and gender: An anthology.* (7th ed.). Belmont, CA: Wadsworth. *This anthology of 69 different articles focuses on issues of race, class, and gender and how social institutions are structured to foster inequality. The anthology also has sections on identity, violence, and making a difference.*

Pope, R. L., Reynolds, A. L., & Mueller, J. (2004). *Multicultural competence in student affairs.* San Francisco: Jossey-Bass. *This book is a ground breaking argument for and description of multicultural competence in the student affairs profession.*

Takaki, R. T. (1993). *A different mirror: A history of multicultural America.* Boston: Little Brown & Co. *This is an excellent ethnic history of the United States. Takaki focuses on the stories of groups that have been marginalized and as a result have had their stories, contributions, and struggles minimized or deleted from mainstream history.*

Conferences

National Conference on Race and Ethnicity in American Higher Education (NCORE) http://ncore.occe.ou.edu/
This conference focuses directly on issues of race and ethnicity in U.S. higher education with a growing inclusion of other issues of social justice such as ableism, heterosexism, and other forms of oppression. Attendees include a mix of faculty, diversity consultants, student affairs professionals, and students.

Social Justice Training Institute (SJTI)
http://sjti.org/
This five-day institute is an intensive, professional development experience focused on the participants' own work in developing a critical consciousness. The institute is an intense experience focusing on race and racism, developing authentic dialogue across racial groups, and developing participants' personal competence as trainers and practitioners.

White Privilege Conference (WPC)
http://www.uccs.edu/~wpc/
This conference examines white privilege, white supremacy, and oppression. The conference focuses on dismantling systems of power, prejudice, privilege and oppression.

ECONOMIC JUSTICE & ECONOMIC DEVELOPMENT

Being a responsible consumer concerned with sustainability means taking the issues home with you. As a citizen and a consumer you are interacting with companies and services that have a local and global impact, pollution to farming practices to worker's rights. You have the opportunity and responsibility to educate yourselves about the practices of the companies you patronize.

Books

Barlett, P.F. & Chase, G.W. (2004). *Sustainability on-campus: Stories and strategies for change.* Cambridge, MA: The MIT Press. *In Sustainability on Campus, campus leaders recount inspiring stories of strategies that moved eighteen colleges and universities toward a more sustainable future.*

Bowles, S., Durlauf, S. N., & Hoff, K. (Eds.) (2006). *Poverty traps.* Princeton, NJ: Princeton University Press. *In Poverty traps, the editors and the book's other contributors argue that there are many conditions that may trap individuals, groups, and whole economies in intractable poverty.*

Edwards, A.R. (2005). *The sustainability revolution: Portrait of a paradigm shift.* Canada: New Society Publishers. *The Sustainability Revolution paints a picture from the point of view of five major sectors of society: Community, Commerce, Natural Resources, Ecological Design, and Biosphere.*

Keller, B. (2005). *Class matters.* New York: Times Books. *In Class Matters, a team of New York Times reporters explores the ways in which class-defined as a combination of income, education, wealth, and occupation-influences destiny in a society that likes to think of itself as a land of opportunity.*

Portney, K.E. (2003). *Taking sustainable cities seriously: Economic development, the environment, and quality of life in American cities.* Cambridge, MA: MIT Press. *In this book Kent Portney lays the theoretical groundwork for research on what works and what does not, and why. He distinguishes cities on the basis of population characteristics and region for his analysis. Portney shows how cities use the broad rubric of sustainability to achieve particular political ends.*

Rank, M. R. (2005). *One nation, underprivileged: Why American poverty affects us all.* Oxford, England: Oxford University Press. *This book debunks the myths about poverty and establishing it as a mainstream condition experienced by a majority of Americans. Rank reconstructs the notion of poverty and shows why we all share the responsibility for making sure that there are enough --jobs, health care, education, housing--for all Americans.*

Shipler, D. K. (2005). *The working poor: Invisible in America.* New York: Knopf Publishing Group. *This is a powerful study focusing on the invisible poor. But their version of the American Dream is a nightmare: they include low-paying, dead-end jobs; the profound failure of government to improve upon decaying housing, health care, and education; the failure of families to break the patterns of child abuse and substance abuse.*

Young, W., & Welford, R. (2002). *Ethical shopping: Where to shop, what to buy and what to do to make a difference.* London, England: Fusion Press. *This book is an excellent source of multi-national corporations that are on both sides of the coin ethically when it comes to manufacturing, sourcing and marketing their goods. This book explains concepts such as fair trade, living wage and responsible labor practices.*

Film

Morris, L. (Producer/Director). (2005). *Stolen childhoods* [Motion Picture]. United States: Galen Films. http://www.stolenchildhoods.org/mt/index.php

Web Sites

Co-op America
http://www.coopamerica.org

Responsible Shopper
http://www.responsibleshopper.org

Human Rights Campaign Buyer Guide
http://www.hrc.org/buyersguide/buyersguide.htm

Partner Resources (Communities Sector)
http://www.uspartnership.org

Global Learning and Civic Engagement
http://www.aacu.org/

The Apollo Alliance
http://www.ipcc.ch/

World Business Council for Sustainable Development
http://www.wbcsd.org

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Kirk, G., & Okazawa-Rey, M. (2007). *Women's lives: Multicultural perspectives,* (4th ed.). Boston: McGraw-Hill.

Musil, C.M. (2006). *Assessing global learning.* Washington, DC: Association of American Colleges and Universities.

Orr, D. (1994). *Earth in Mind: On Education, Environment, and the Human Prospect.* Washington, DC: Island Press.

Pryor, J.H., Hurtado, S., Saenz, V.B., Korn, J.S., Santos, J.L., & Korn, W.S. (2006). *The American freshman: National norms for fall 2006.* Los Angeles: Higher Education Research Institute, UCLA.

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Timpson, W.M., Dunbar, B., Kimmel, G., Bruyere, B., Newman, P., & Mizia, H. (2006). *147 practical tips for teaching sustainability: Connecting the environment, the economy, and society.* Madison, WI: Atwood Publishing.

U.S. Department of Education. (2001). *Digest of education statistics.* (NCES Publication No. 2002130). Washington, DC: U.S. Government Printing Office.

U.S. Partnership for Education for Sustainable Development. (2007). *Statement draft on the need for graduates to be educated about sustainability.* Washington, DC: Author.

World Commission on Environment and Development [Brundtland Commission]. (1987). *Our common world.* Oxford, Great Britain: Oxford University Press.