

**Indiana University
Task Force on Campus Sustainability**

Education, Outreach and Student Engagement Working Group

ACADEMIC SURVEY OF CAMPUS SUSTAINABILITY

Final Report

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Executive Summary

This report provides an analysis of current academic efforts in the area of sustainability and environmental literacy at Indiana University, Bloomington (IUB). It presents the findings of a comprehensive review of existing programs, coursework, research, scholarly and co-curricular activities related to sustainability and environmental literacy. The study is complemented by an overview of comparable programs and activities at eight peer institutions.¹

The sustainability status of IUB is assessed using the following metrics: *number and type of academic programs* that support sustainability studies; *number of sustainability-related courses*, defined as one-quarter of the course content and teaching process committed to sustainability; *number of individual faculty members* and centers engaged in sustainability research; *number of student organizations* and co-curricular activities involving sustainability issues; and, sustainability-oriented initiatives of *student residential and cultural life*. The study employed web-search of school bulletins, faculty and institutional websites, IDS news articles, and others; telephone calls; email exchange; personal interviews; and, archival research as main data collection tools. Some of the limitations of this report relate to missing and/or outdated information, measurement error, and human error. The project outputs include a final report, five excel databases of campus sustainability metrics, and a peer institutions review table.

At present, 8 undergraduate and 6 graduate programs at IUB support the study of environmental sustainability (*Figure 1, Table 1*). A total of 296 sustainability-related courses have been offered at IUB from 2000 to 2007. More than half of those classes are open to bachelor's students (57 %) (*Figure 3*), and taught by SPEA faculty (*Figure 4*). Currently, IUB has 85 environmental science and sustainability-oriented faculty members spread among 14 departments, with the majority housed at SPEA, HPER, and the Departments of Geography, Geology, Biology, and Anthropology (*Figure 5*). Only 12 student groups from the 500 registered organizations (2006-07) are involved with issues of environmental sustainability (*Table 5*). Over the past year, few educational efforts related to sustainability were initiated at the level of student residential and cultural life. Low student participation, lack of incentives, and general apathy regarding student governance hinder collaborative efforts among student groups, faculty, and staff in the area of environmental sustainability.

All of the surveyed peer institutions incorporate environmental sustainability in their academic programs, curricular and research, even if the word sustainability is not specifically included. Sustainability programs are presently offered at the University of Michigan, University of North Carolina, Michigan State University, and Arizona State University. Overall, IUB has performed marginally relative to other institutions of higher education in the area of campus sustainability. This report outlines some of the opportunities for infusing sustainability in the academic, research, and student life at IUB. Efforts in this direction will not only guarantee the competitiveness of IUB as a student-recruiting institution, but will also respond to the national trend of integrating sustainability in the mission, curricular, and research of higher education.

¹ The following institutions were reviewed: University of Michigan, Michigan State University, and University of Minnesota-Twin Cities, University of California-Berkeley, and University of North Carolina, Chapel Hill, Arizona State University, Harvard University, and Williams College.

1. Introduction

This report presents a review of current academic efforts in the area of sustainability and environmental literacy at Indiana University, Bloomington (IUB). It constitutes the final output of an internship project with the Indiana University (IU) Task Force for Sustainability during summer 2007. The document outlines the data collection process, methods, and metrics used to assess campus sustainability. It summarizes the key findings of the academic survey, in both narrative and graphical form, and offers a review of comparable academic programs at eight other institutions of higher education.

The academic survey of campus sustainability falls under the “Education, Outreach, and Student Engagement” group of the IU Task Force for Sustainability. Sustainability, as defined by the Task Force, entails issues of local and global environmental quality, resource use, environmental literacy, and societal equity. A national trend has begun in the United States towards infusing sustainability into university education core requirements, curricular, specialized degrees, and student life.

The goal of this study has been to conduct an academic survey of the current sustainability efforts on the IU Bloomington campus. In particular, the task was to compile a comprehensive review of existing coursework, academic programs, research, scholarly and co-curricular activities at IUB that relate to sustainability and environmental literacy. The academic survey of campus sustainability is divided into six parts:

- Sustainability-related academic programs
- Sustainability-related coursework
- Research and scholarly activity
- Co-curricular activities
- Student residential and cultural life
- Academic survey of peer institutions

Measures of environmental literacy and sustainability at IUB include: number and type of academic programs that support, encourage or focus on sustainability studies; number of sustainability-related courses, defined as one-quarter of the course content and teaching process committed to sustainability; number of individual faculty members and research centers engaged in sustainability research; number of student organizations and co-curricular activities involving environmental sustainability; and, sustainability-oriented initiatives at the level of student residential and cultural life. The outputs of this project include a final report; five excel databases of campus sustainability metrics; and, a peer-institutions review table.

This report is organized as follows: The next section outlines the methodology and metrics used to assess campus sustainability. An overview of the sustainability measures and databases is provided. The five sections thereafter summarize the findings of this study with respect to: academic programs, coursework, research, co-curricular activities and residential & cultural life. Part eight provides a general description of sustainability programs and activities at selected peer

institutions. The last section discusses the limitations of the study, and identifies opportunities for incorporating sustainability in the academic and student life at IUB.

2. Methodology

2.1. Data Collection

The study of campus sustainability employed the following data collection tools: web-search, telephone calls, email exchange, interviews, and archival research. Web-search was the first and most frequently utilized data gathering tool. Information about academic programs, coursework, scholarly research, and co-curricular activities at IUB is generally available online. In view of this, web-searches of online school bulletins, course bulletins, course descriptions/syllabi, and faculty websites was carried, in addition to an online database search of registered student organizations². IDS news articles and IU Events archives provided valuable data resources, as well. For an exhaustive list of the resources used in the data gathering process, see *Appendix A*.

Second, telephone calls, email exchange, and interviews helped gather information about residential life and cultural activities at IUB. Five Living-Learning Centers (LLCs), Residence Hall student governments, RHA environmental directors, and a handful of Cultural Centers were surveyed. This report reflects valuable input from the following individuals: John Galuska (Foster International Living-Learning Center), Sean McGuire (Global Village Living-Learning Center), Stephen Akers (RHA), Matthew Kerchner (Collins LLC), Sandy Britton (International Center), and Aby Mack (Collins E-Force). See *Appendix B* for a detailed list of people and centers surveyed. Due to the summer dormancy of Residence Hall student governments, this project was limited to a web-search of newsletters, committee minutes and by-laws.³

Third, a survey of co-curricular activities at IUB related to sustainability was conducted. A questionnaire, designed in consultation with the Student Activities Office, was distributed to previously-identified student groups via email (See *Appendix C* for a copy of the survey instrument). The purpose of the questionnaire was to gain information about student organization's engagement with issues of environmental, social, and economic sustainability. The survey included questions related, but not limited to the organization's size and structure, leadership, past events, activities, and funding. The low response rate (20%) can be attributed to the summer dormancy of many student groups and outdated contact information. As a result the final database of sustainability-related co-curricular activities is plagued by missing data. To compensate for this, archival research of IDS articles and student groups' constitutions/by-laws, was employed.

² An online database of registered student organizations is hosted by the IU Student Activities Office.

³ It is important to note that a number of resident student governments' sites are outdated and poorly maintained.

2.2. Sustainability Metrics and Database Overview

The final output of the academic survey of campus sustainability includes a final narrative report; five excel databases; and, a review table of peer institutions. As mentioned above, five metrics are used to assess campus status on sustainability:

- number and type of academic programs that support sustainability-related study;
- number of sustainability-related courses, defined as one-quarter of the course content and teaching process committed to sustainability;
- number of individual faculty members and campus centers engaged in sustainability-related research;
- number of student organizations and sustainability type of co-curricular activities;
- curricular and co-curricular activities at the Residence Halls, Living-Learning Centers and Cultural Centers at IUB.

A detailed description of each of the above metrics is included in the subsequent sections of this report. The paragraphs that follow provide an overview of the five excel directories (databases) of sustainability measures.

First, the *academic programs directory* includes information about sustainability-related programs available to IUB students. It provides information about the program's name, level (undergraduate, graduate), degree/non-degree, department, URL, as well as a short description of program requirements. The sustainability focus of the program, that is whether the program allows, encourages or focuses on sustainability, is also noted. The sustainability focus indicator, however, should not be accepted as an undisputable measure of the extent to which a program supports the study of environmental sustainability.

The second *database of sustainability coursework* includes information on: course number, course title, instructor, school, topicality, course format, level, credit hours, semester/year offered, URL, brief course description and availability of course syllabus. The selection criterion used to identify sustainability-related classes is: ¼ of the course content and teaching process reflects a commitment to sustainability (a concept with three components: environmental awareness, social responsibility, and sound economic stewardship).

The third directory contains information about *scholarly work and research* involving some aspect of sustainability. Database categories include: name of faculty member, department, contact info, personal web-page, topical themes, current research and recent publications/research.

Fourth, *student organizations* involved with sustainability issues were identified from the online SAO database of registered student groups. Environmental or social sustainability-oriented student groups are organized in an excel spreadsheet according to: name, category of activity (e.g. activism, special interest, volunteer & service, etc)⁴, survey response (yes/no), sustainability type

⁴ There are 14 activity categories from which organizations self-select during their fall registration with the SAO.

(environmental or social), level (graduate/undergraduate students), short description of activities, website and contact information, recent projects, leadership structure, size, level (global, national, local), partnerships with community agencies, collaboration with other student groups, funding resources, publicity means, and faculty advisor.

Fifth, a directory of *curricular and co-curricular activities* related to sustainability at the Residence Halls, Living-Learning Centers (LLCs), and Cultural Centers was compiled. Courses offered for credit at the Residence Halls and LLCs are listed in the first spreadsheet, while other sustainability-related initiatives are outlined in the second spreadsheet. The latter includes information about type of event, date, host unit (Collins, Global Village, etc.), contact information and a short description of the event.

Finally, this study is supplemented by a *review table of eight peer institutions*: the University of Michigan, Michigan State University, and University of Minnesota-Twin Cities, University of California-Berkeley, and University of North Carolina, Chapel Hill, Arizona State University, Harvard University, and Williams College. The review table summarizes findings regarding academic programs, coursework, sustainability centers, as well as research at the above-listed universities.

The academic survey of peer institutions used web searches of school bulletins, curricular, research centers and institutes, as well as news reports featured by higher education periodicals and prominent national associations, such as: the Association for the Advancement of Sustainability in Higher Education (AASHE), the US Partnership for the Decade of Education for Sustainable Development, University Leaders for a Sustainable Future (ULSF), Campus Sustainability Assessment Project (CSAP), University Affiliate Program of the National Council for Science and the Environment (NCSE), the Sustainable Universities Initiative (SUI), and others (*Appendix A*).

3. Sustainability-Related Academic Programs at IUB

3.1. Metrics

This study employs number and type of academic programs that support sustainability-related study as its primary assessment metric. Degree and non-degree programs are differentiated according to their sustainability focus, in particular, whether the programs *allow, encourage, or focus* on environmental sustainability. Additional information about sustainability-related programs at IU Bloomington is collected and categorized according to: name, level (undergraduate, graduate), degree/non-degree, department, URL, and program requirements.

3.2. How are we doing?

A comprehensive review of academic programs offered on the IU Bloomington campus⁵ reveals that 29 undergraduate and 34 graduate level programs support sustainability-related studies (Figure 1, Table 1). At the undergraduate level, 20 degree programs and 8 minor and certificate programs provide the opportunity to study environmental sustainability. Graduate students can select from among 7 master's and doctoral level programs and 5 Ph.D. minors.

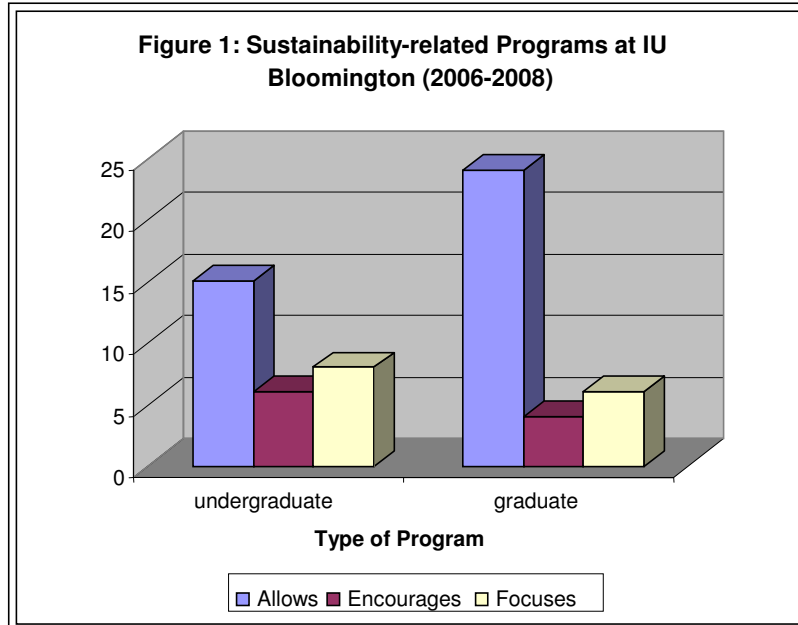
While the majority of academic programs *allow* students to become literate about the natural environment (15 undergraduate and 24 graduate tracks), only 6 bachelor and 4 master programs *encourage* the study of sustainability issues. Environmental sustainability is the *focus* of 8 undergraduate and 6 graduate academic programs. Half of these educational tracks are offered through the School of Public and Environmental Affairs (SPEA) (Figures 1 and 2).

Table 1: A Sample of Sustainability-Related Programs at IUB

| <i>Program</i> | <i>Department/ School</i> | <i>Sustainability Focus</i> | <i>Level</i> |
|---|-------------------------------|---------------------------------|---------------|
| B.S. in Environmental Science (B.S.E.S) | COAS & SPEA | focuses | undergraduate |
| Minor in Environmental Management | SPEA | encourages | undergraduate |
| B.A. in Sustainable Education, Awareness and Development | IMP/ COAS | focuses | undergraduate |
| B.A. in Environmentally & Socially Sustainable Entrepreneurship | IMP/ COAS | focuses | undergraduate |
| B.A. in Environmentally Sustainable Design | IMP/ COAS | focuses | undergraduate |
| B.A. in Human-Environment Interaction | Geography | encourages | undergraduate |
| PhD Minor in Human Dimensions of Global Environmental Change | Graduate School & CIPEC | focuses | graduate |
| M.S. in Environmental Science: Student Tailored Specializations | SPEA | encourages | graduate |
| B.S. in Outdoor Recreation and Resource Management | HPER | encourages | undergraduate |

⁵ At present, IUB offers 328 degree programs and more than 130 undergraduate majors.

Figure 1: Sustainability-Related Programs at IUB



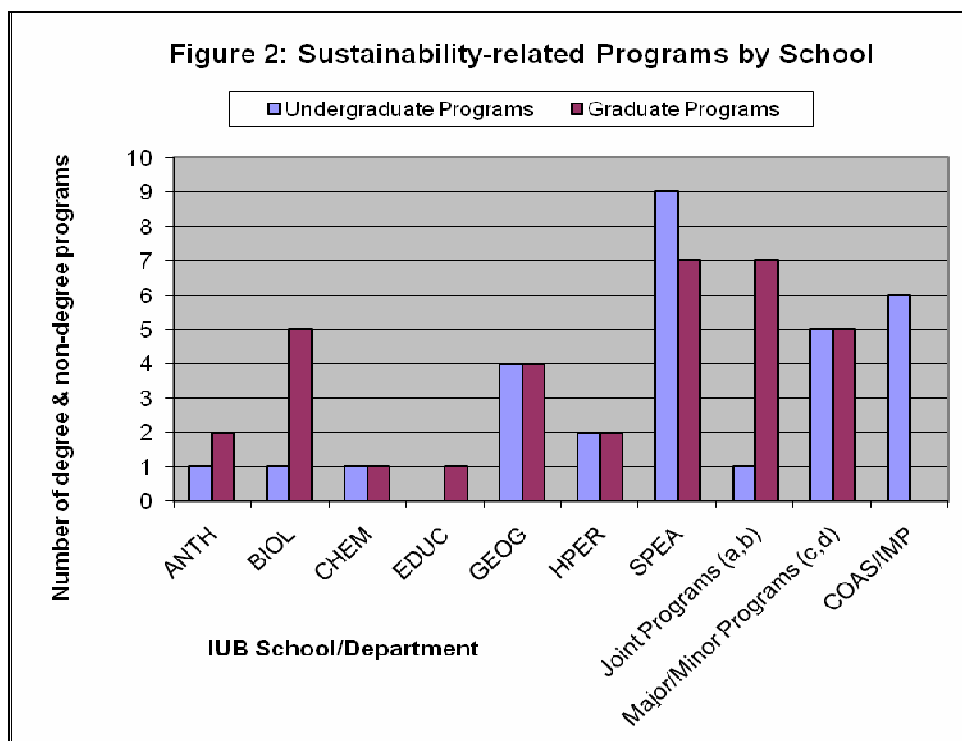
SPEA hosts the highest number of academic programs related to environmental literacy and sustainability. There are 9 bachelor’s and 7 graduate degree programs at SPEA, in addition to the joint SPEA/COAS Bachelor of Science in Environmental Science Program (B.S.E.S.). Seven interdisciplinary graduate programs are offered jointly by SPEA and the Departments of Biology, Geography, Geology, Law, Journalism and Political Science (Table 1, Figure 2).

Four programs of study in the Department of Geography – human geography, human-environment interactions, GIS, and atmospheric science – provide opportunities for bachelor’s, master’s and Ph.D. students to focus on environmental sustainability. Concentration areas include: sustainable systems, sustainable transportation, population geography and migration, and Population-Environment relationships, among others (Table 1, Figure 2).

The Individualized Major Program (IMP) in the College of Arts and Sciences has provided a flexible form of study for undergraduate students interested in sustainability issues. Based on their interests and professional goals, students have designed majors such as: *Sustainable Education, Awareness and Development* (sponsor: Lucille Bertuccio, HPER); *Environmentally and Socially Sustainable Entrepreneurship* (sponsors: Rich Schrimper, Business, and Lucille Bertuccio, HPER); *Environmentally Sustainable Design* (sponsors: Kelly Caylor, Geography; Burnell C. Fischer, SPEA); *Sustainable Urban Development* (sponsor: Lucille Bertuccio, HPER)⁶ (Table 1).

⁶ A complete list of environment and sustainability-related programs at both the undergraduate and graduate levels is found in the academic programs directory (database 1).

Figure 2: Sustainability-Related Programs by School



Note: a. Joint Undergraduate Programs: BSES; b. Joint Graduate Programs: MSES/M.A (SPEA/Biology), MSES/MS (SPEA/Geography), MSES/MS (SPEA/Geology), MSES/M.A (SPEA/Journalism), MSES/JD (SPEA/Law), Joint PhD in Public Policy (SPEA/Political Science); c. Undergraduate major/minor programs: LAMP (COAS & BUS), LESA (POLS & COAS), International Studies Major: Global Health and Environment, The Animal Behavior Program (COAS & Center for the Integrative Study of Animal Behavior), Interdepartmental major/minor in ECON and POLS; d. PhD Minors: Minor & Area Certificates in Animal Behavior, Ph.D. Minor in Global Studies, PhD Minor in Human Dimensions of Global Environmental Change, PhD Minor in Human Evolutionary Studies, PhD Minor in Population Studies.

4. Sustainability-Related Coursework

4.1. Metrics

The metric used to assess campus status in the area of sustainability curriculum is *number of sustainability-related courses*. This report does not provide information about the quality of coursework (an initially proposed indicator), due to lack of proper and undisputable measures. Sustainability-related courses at Indiana University, Bloomington were identified based on the

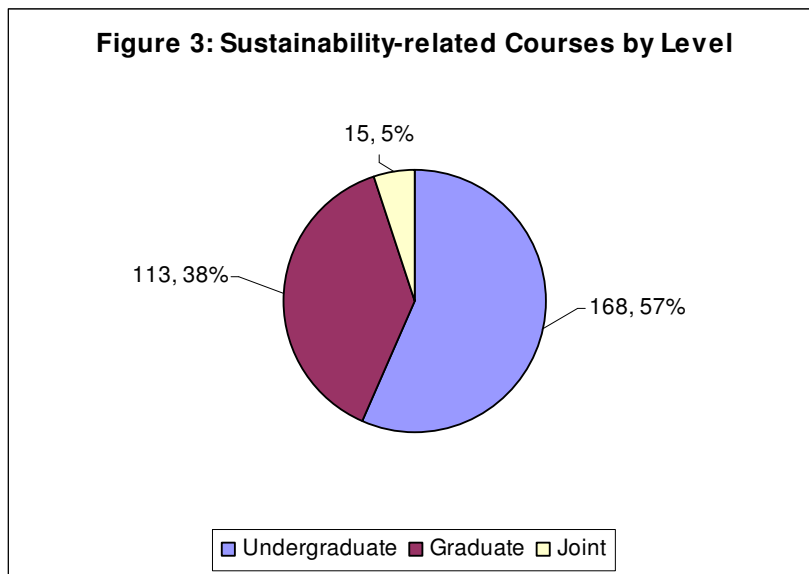
following criterion: one-quarter of the course content and teaching process reflect a commitment to sustainability (a concept with three components: environmental awareness, social responsibility, and sound economic stewardship) in order to be considered a course on sustainability and environmental literacy.

In view of the above criterion and sustainability definition, a broad range of course topics have been selected, including, but not limited to: environmental science, management, policy, law, business/economics, environmental anthropology, history, geography, tool skills (GIS, mathematical models), and others. The database of sustainability-related coursework contains missing information with respect to course syllabus, description, semester/year when course offered, instructor's name, and course format.

4.2. How are we doing?

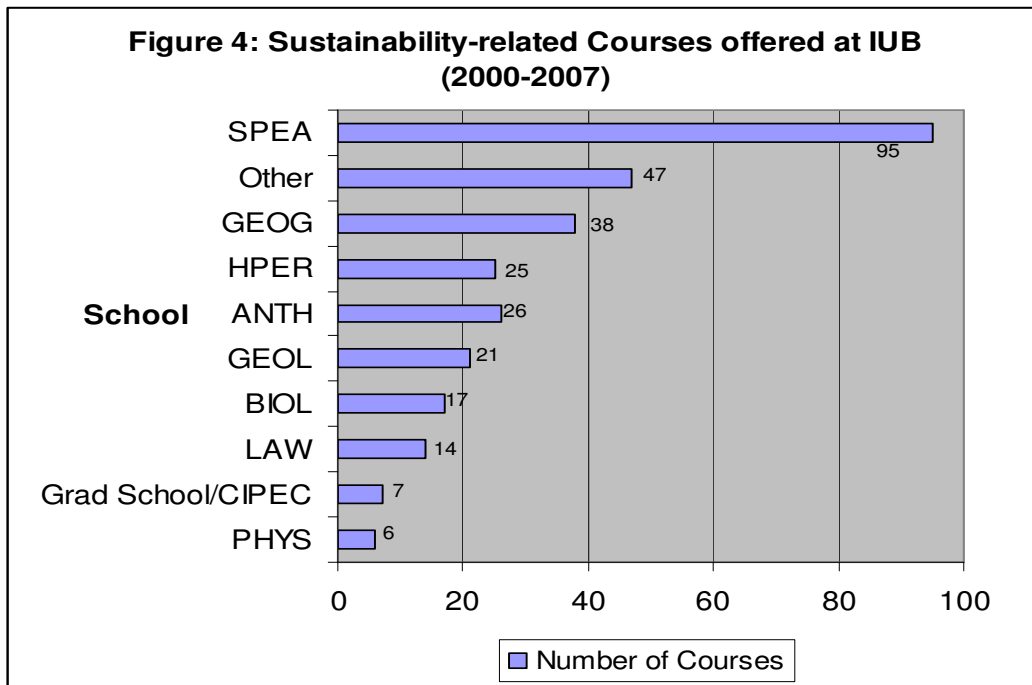
A total of 296 environmental and sustainability-related courses have been identified at both the undergraduate and graduate levels for the period 2000-2007. The majority of the courses (57 %) are open to bachelor's students, while graduate students can select from nearly 130 environmental and sustainability-oriented classes (Figure 3).

Figure 3: Sustainability-Related Courses at IUB (2000-2007)



At present 31 departments at IU Bloomington offer courses on some aspect of sustainability (environmental, economic and social). The School of Public and Environmental Affairs (SPEA), the Department of Geography, and the School of Health, Physical Education and Recreation (HPER) are the top three academic units supporting sustainability-related curricular (Figure 4).

Figure 4: Sustainability-Related Courses by Department



Note: The category other schools and departments includes: AMID, CEUS, CHEM, ECON, HPSC, IFS, INFO, BUS, EALC, LSTU, PHIL, CLLC, CMCL, EDUC, HIST, INTL, JOUR, SOC, AMST, and REL.

Most environmental sustainability courses are offered by SPEA and the Department of Geography. A SPEA graduate course titled *Sustainable Development* is open to graduate students every spring semester, in addition to a recently introduced class on *Sustainable Forestry*. Joint level classes on *Sustainable Transportation*, *Sustainable Development Systems*, *Sustainable Energy Systems*, and *Sustainable Urbanism* are offered through the Department of Geography.

The *Sustainable Development Systems* course taught by Geography professor Tom Evans (fall 2007) is particularly noteworthy. This joint undergraduate/graduate course covers both social and biophysical aspects of sustainability, by examining the role of spatial relationships in social-ecological systems and the interplay between local, regional and global systems that affect the potential for sustainability at these different scales (Table 2).

Social sustainability is reflected in such classes as: L105 *Beyond the Sample Gates*, a service-learning course available through the Leadership, Ethics, and Social Action (LESA) program; S101 *Sociology of the Environment*; the Business School class L409 *Law and the Environment*, as well as an honors freshman seminar A150 *Adapting to the Future: Human and Environment in the 21st Century* offered at the Anthropology Department.

Courses that emphasize economic aspects of sustainability include: E364 *Environment and Resource Economics*, V625 *Environmental Economics and Policy*, I203 *Global Integration and Development*, E420 *Economic Anthropology*, and others.

Table 2: Sample of sustainability-related courses offered at IUB

| <i>No.</i> | <i>Course Title</i> | <i>Dept.</i> | <i>Instructor</i> | <i>Description</i> |
|---------------|--|--------------|-------------------|---|
| G411/ G511 | Sustainable Development Systems | GEOG | Evans, T. | Spatial and geographic dimensions of sustainability |
| G442/5 42 | Sustainable Energy Systems | GEOG | Black, W. | The socio-economic and environmental effects of energy production and consumption; non-sustainable energy practices |
| G415/ G515 | Sustainable Urbanism | GEOG | Grubestic, T. | In depth examination of “green urbanism” and sustainable urban development. |
| E555/ E400 | Sustainable Forestry | SPEA | Fischer, B. | Discussion of the science and policy of sustainable forestry. |
| V596 | Sustainable Development | SPEA | Reuveny, R | Theories and policies of sustainable development. Combines approaches from neoclassical economics, ecological economics, political science, and ecology. |
| S101 | Sociology of Environment | SOC | Bartley, T. | Examines the organizational, political, and institutional conditions that lead to negative/positive environmental outcomes, and ecological sustainability. |
| R241 | Wildflowers and Edible Insects | HPER | Price, K. | Hands-on, interactive introduction to the identification, cultural, medicinal, edible uses of local plants. |
| X220 | Earth's Body: The Environment in Context | HPSC | Capshew, J. | Explores questions about the meaning of the Earth's body through historical accounts, materials from journalism, literature, folklore, art, and field trips. |
| G116 | Our Planet and its Future | GEOL/ SCS | Dunning, J. | The interaction between geologic and environmental processes in the earth, with an emphasis on how these processes affect public policies and laws. |
| L100 | Humans and the Biological World | BIOL | Hengeveld, S. | Covers topics ranging from the chemical foundation of cells, genetics, natural selection/evolution, animal and plant diversity and ecology & environmental issues. |
| A150 | Adapting to the Future: Human and Environment in the 21st. Century | ANTH | Brondizio, E | Key issues underlying the relationship between society and the environment and the challenges we face in the 21 st Century; including current trends in sustainable development (honors division). |

Most of the identified sustainability-related courses fall within the following topics or area of study: policy/management, science, applied science (e.g. GIS, applied ecology, mathematical methods in environmental science), geography and anthropology. With regard to course format, most prevalent are seminar courses, lectures, labs and field trips. A number of sustainability-oriented classes include a service-learning component, as well. Table 3 below provides a sample of service-learning sustainability courses offered on the Bloomington campus.

Table 3: Service-learning sustainability classes at IUB

| <i>Course Title</i> | <i>Dept/ School</i> | <i>Topicality</i> | <i>Instructor</i> | <i>Level</i> |
|---|---------------------|-------------------|-------------------|---------------|
| The City as an Ecosystem | BIOL/COLL | science | Reynolds, H. | undergraduate |
| Beyond the Sample Gates | LESA/COAS | civic engagement | n/a | undergraduate |
| Science and Society | BIOL | science | Reynolds, H | undergraduate |
| Risk Communications | SPEA | science/policy | Henshel, D | undergraduate |
| Social Problems & Policies: Envisioning the City | SOC | civic engagement | Cornell | undergraduate |

5. Research and Scholarly Activity

5.1. Metrics

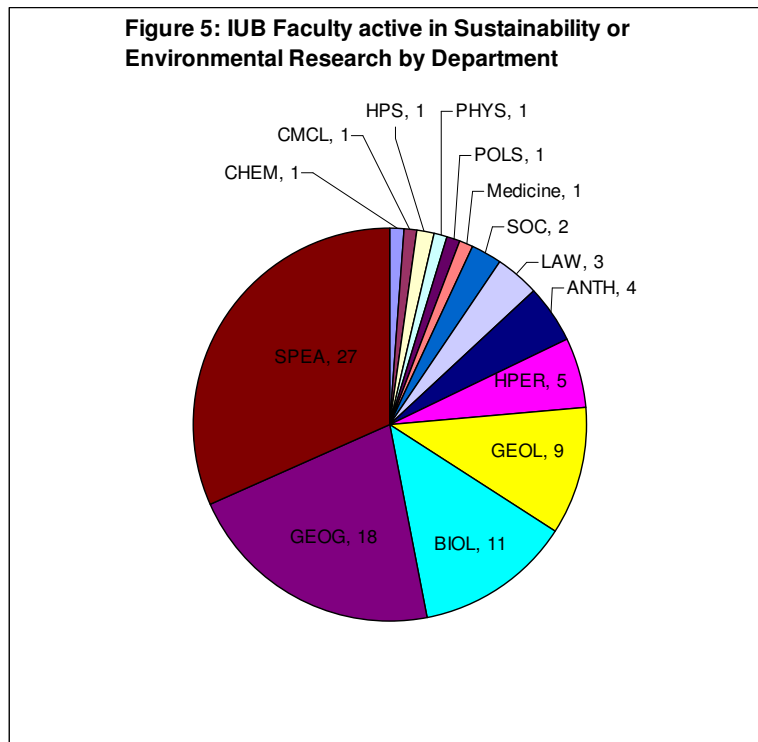
Two indicators are used to assess campus sustainability in the area of research and scholarly activity, in particular: number and topic of scholarly research that involve sustainability issues. Operationally, this study utilizes the following metrics: individual *faculty member* and *research centers* engaged in sustainability research.

5.2. How are we doing?

At present Indiana University, Bloomington has 85 environmental or sustainability-oriented faculties spread among 14 departments and university schools. Most faculty members, who do sustainability research are housed at SPEA, HPER and the Departments of Geography, Geological Sciences, Biology, and Anthropology (Figure 5 below). A significant number of them are affiliated with other schools, departments and research centers across campus.

A current research project headed by SPEA Professor Bill Jones seeks to examine 50 lakes in Indiana. The goal of the project is to assess the health of lake waters, evaluate the effectiveness of protection and restoration efforts, and suggest future actions to prevent pollution. The study is funded by the U.S. Environmental Protection Agency.

Figure 5: IUB Faculty Involved in Sustainability-Related Research by Department



Note: The above abbreviations are CMCL: Department of Communication and Culture; HPS: History and Philosophy of Science; POLS: Political Science.

Stephen Wolter, professor at HPER and executive Director of the Eppley Institute for Parks and Public Lands, heads research projects related to green parks and public lands. His seminal research study focuses on trails in the Midwest, and in particular the economic impact on trails (trail user counts, reasons for trail use, trail neighbor attitudes, and congestion on trails). Other sustainability-related projects at IUB include: the Social Change and Sustainable Transport (SCAST) and Sustainable Transport Analysis and Research Project (STAR) of Geography Professor William R. Black; and Tom Evan’s Spatial-Experimental Laboratory for Research and Policy Analysis Related to Complex Systems Project.

Prominent IUB centers engaged in environmental sustainability research include: the Center for the Study of Institutions, Population, and Environmental Change (CIPEC), the Anthropological Center for Training and Research on Global Environmental Change (ACT), the Institute for Research in Environmental Science (IRES), the Environmental Science Research Center (ESRC), the Eppley Institute for Parks & Public Lands, Midwestern Regional Center-National Institute on Global Environment Change (NIGEC), as well as the Population Institute for Research and Training (PIRT) (Table 4 below).

Table 4: Centers Involved in Sustainability-Related Scholarship at Indiana University, Bloomington

| Centers and Institutes at IUB | |
|---|--|
| Animal Care and Use Committee | |
| Anthropological Center for Training and Research on Global Environmental Change (ACT) | |
| Biocomplexity Institute | |
| Biosafety Committee | |
| Bradford Woods Outdoor Center | |
| Center for Environmental Health, IU School of Medicine | |
| Center for Health and Safety Studies | |
| Center for Human Growth | |
| Center for the Integrative Study of Animal Behavior (CISAB) | |
| Center for the Study of Global Change | |
| Center for the Study of Institutions, Population, and Environmental Change (CIPEC) | |
| Center on Aging and Aged | |
| Environmental Science Research Center | |
| Eppley Institute for Parks & Public Lands | |
| Gill Center for Biomolecular Science | |
| Hilltop Garden & Nature Center | |
| Indiana Geological Survey | |
| Indiana Molecular Biology Institute | |
| Indiana Prevention Resource Center | |
| Institute for Development Strategies | |
| Institute for Drug Abuse Prevention | |
| Institute for Family and Social Responsibility | |
| Institute for Research in Environmental Science (IRES) | |
| Institute for Urban Transportation | |
| Laboratory for Spectrochemistry | |
| Linda and Jack Gill Center for Biomolecular Science | |
| Midwestern Regional Center-National Institute on Global Environment Change (NIGEC) | |
| Population Institute for Research and Training (PIRT) | |
| Research and Teaching Preserve | |
| Transportation Research Center | |

The core research program of the *Center for the Study of Institutions, Population, and Environmental Change* (CIPEC) relates to the causes, processes and outcomes associated with changes in forest conditions. The center’s field sites are located in Bolivia, Brazil, Guatemala, Honduras, Indiana, Mexico, Nepal and Uganda. Since 1996 CIPEC, has been supported by funding from the NSF and Indiana University. Faculty members, who are associated with CIPEC include: Barry Rubin, Hendrick Haitjema, Tom Evans, Catherine Tucker, Daniel Knudsen, Emilio Moran, Elinor Ostrom, Vicky Meretsky, JC Randolph, and others.

The *Anthropological Center for Training and Research on Global Environmental Change* (ACT) is an interdisciplinary training and research center on the human dimensions of global

environment change. The center, which was founded in 1992, has focused on research related to human ecology, population and the environment, land use and land cover change, and deforestation. ACT associated faculty include: Emilio Moran, Eduardo Brondizio, Leah VanWey, Shane Greene, Faiz Rahman, and others.

The *Institute for Research in Environmental Science* (IRES) is a joint venture of the College of Arts and Sciences and SPEA, and administered through the Office of the Vice Provost for Research. The institute's mission is to promote and coordinate research collaboration among environmental scientists at IUB. IRES' activities encourage and facilitate communication between scientists affiliated with disparate departments and schools at IUB; and, enhance the visibility and competitiveness of environmental science at IUB. Two other noteworthy centers at IUB include the *Environment Science Research Center* (ESRC), and the *Eppley Institute for Parks and Public Lands*.

6. Co-curricular activities

6.1. Metrics

Co-curricular activities and student engagement are important components of campus sustainability. This survey employs number of registered *student organizations*, and type of student involvement as measures of co-curricular activities that are sustainability-related. The data collection methods included web-search, electronic survey, and archival analysis.

First, student groups whose activities relate to environmental and/or social sustainability were identified from the online directory of registered student organizations for the 2006-07 academic year (directory hosted by the IU Student Activities Office (SAO))⁷. Organizations involved in sustainability issues were selected through a comprehensive review of the online SAO database. This web-based search yielded a sample of 46 student organizations.

Second, information about sustainability-related co-curricular activities was gathered through a survey of the sampled student groups. A questionnaire, developed in consultation with the SAO administration, was distributed via email to the 46 student organizations. The purpose of the questionnaire was to gain information about student engagement with issues of environmental, social, and economic sustainability. The survey included questions on, but not limited to: the organization's size and structure, leadership, past events, activities, and funding (*Appendix C*).

The low response rate (20%) of the co-curricular survey is a significant limitation of this study.⁸ To compensate, this research employed an archival review of IDS news articles, IU Events calendar, as well as student organizations constitutions and by-laws (available on file at the

⁷ SAO directory of registered student organizations: <http://webdb.iu.edu/sao/Search/>

⁸ Only 9 out of 46 surveyed student groups responded.

SAO). This allowed for an in-depth review of 9 student groups, whose activities involve environmental sustainability.

6.2. How are we doing?

A total of 46 student organizations and clubs are currently engaged in issues of environmental and social sustainability. However, only 12 groups have environmental concerns at the forefront of their activities and objectives. Among these, most noteworthy are: the Environmental Management Association (EMA), the Environmental Business Club (EBC), the Students Producing Organics under the Sun (SPROUTS), IU Green Campus, Environmental Law Society (ELS), and the Indiana University Habitat for Humanity (Table 5).

Table 5: Selected Student Organizations Engaged in Environmental Literacy and Sustainability

| <i>Student Organization</i> | <i>Category</i> | <i>Level</i> | <i>Description</i> | <i>Activities</i> |
|--|---------------------|--------------|--|---|
| Environmental Management Association (EMA) | Special interest | Graduate | To promote professionalism, knowledge and service in the field of environmental management. | Energy Panel Discussion with SPEA Faculty (March 23, 2006); Earth Day series of events. |
| Environmental Business Club (EBC) | Special interest | All | To bring together like minded environmentally conscious business students and engage in projects throughout the Bloomington community. | Energy Star light bulbs in the Residence Halls, BUS/SPEA Library. |
| SPROUTS | Volunteer & service | All | To sustainably produce food for student consumption and education. | Collins LLC food court collaboration; Partnership with service-learning classes. |
| Environmental Law Society (ELS) | n/a | Graduate | To promote environmental awareness and involvement in the campus and community. | Hosted Presentation on Global Warming (March 22, 2007) |
| IU Green Campus | Activism | All | To work with students, faculty, staff and Bloomington residents to promote eco-friendly policies on IU's campus. | "Pups Against Pesticides" – anti-pesticide awareness public event. |

The SPEA-based Environmental Management Association (EMA) hosts speakers and events that address issues of environmental sustainability, and engage in volunteer activities, such as road and trail clean-ups. In conjunction with the School of Public and Environmental Affairs (SPEA), EMA hosted a week-long series of Earth Day events in April of this year (April 14-20, 2007).

Some of the featured activities included: *Step It Up Bloomington*: national day of climate change action; *Designing climate change legislation*: brownbag discussion with SPEA Professor Kenneth Richards; *A tour of the recycling facility* at Hoosier Disposal; *Wonder Lab Museum* outdoor volunteer opportunity; *U.S. Forest Service Award Presentation*; and the *Earth Day*

Extravaganza at Dunn Meadow, which included tree planting, revitalization efforts along the Jordan River, tree give-aways for personal CO₂ offsets, informational booths from campus and community groups, as well as free food, games and prizes. In addition, the 3rd annual Campus Beautification Day was held on April 18th, 2007 as a way to celebrate Earth Day and beautify the Bloomington campus in preparation for Commencement (plant flowers, trees, and spread mulch). The Student Government Association and IU Physical Plant provided free shirts and lunch.

To promote environmental awareness, the Environmental Law Society hosted a presentation on global warming by the local naturalist Jeff Riegel (March 2007). Another effort to raise awareness about a more sustainable environment for IUB was the alternative transportation campaign by the Indiana Public Interest Research Group (INPIRG) – a member of the national student campaign Campus Climate Challenge. In October 2006 INPIRG activists gave out free bagels and snacks to those using alternative forms of transportation on campus (IDS, October 12, 2006). Another student group – IU Green Campus – which works to promote eco-friendly policies on the Bloomington campus, held a public event “Pups Against Pesticides” to raise awareness about pesticide use in town, and its effect on animals and people (October 2006). In the past academic year (2006-07), the GPSO has too participated in “green” activities through a tree planting partnership with the Bloomington Parks and Recreation.

SPROUTS, a student group interested in organic farming, is a leader of sustainability initiatives on campus. SPROUTS seeks to encourage local autonomy with food resources, implement composting of non-toxic, organic wastes on campus, educate the campus and local community about sustainable lifestyles, and encourage hands-on learning outside of the classroom. Founded in 2005 by Danny Atlas and Justin Peterson⁹, SPROUTS has focused on growing and selling of organic food. SPROUTS’ produce has been donated to local food relief agencies, shared with volunteers, and sold at Bloomington Farmer’s Market (as a garden fundraising endeavor). Most recently, the student group has forged a cooperative effort with Collins dining services. SPROUTS hosts weekly volunteer workdays, which offer an opportunity for any interested person to learn about organic gardening and environmental sustainability. While only 15-20 students make up the backbone of SPROUTS, a variable number of volunteers work on Saturdays at the campus garden (the intersection of 8th and Fess) (IDS, September 9, 2006).

Student involvement with environmental sustainability has been exemplified by the Environmental Business Club (EBC), as well. The group has presented a plan to the Residential Program and Services (RPS) directors about ways to cut back on light use in residence hall lounges (Teter and Wright Quad). The club has proposed use of motion sensors, which when installed can save the University as much as \$35,000 over the next 10 years. The EBC also works on projects to improve efficiency in the lighting of the Business/SPEA Library, as well as the water usage in faucets in the Business School (IDS, February 7, 2007).

Collaborative student efforts in the area of environmental sustainability have been, at best limited. Nearly half of the survey respondents indicate they have no working relationships with other student groups. While a number of organizations (GPSO, IU Green Campus, INPIRG, EBC) have expressed interest in collaborating and coalition-building, lack of leadership and

⁹ Both are IUB students pursuing Individualized Major Program in sustainability of organic farming.

shared responsibility has stymied such efforts. In fall 2006, a formal meeting of representatives from IU Green Campus, INPIRG and the EBC failed to produce any tangible collaborative outputs due to lack of time and membership to take on the extra tasks (which are often required for disparate groups to work together). To date, IU faculty Marc Lame, Diane Henshel, Phaedra Pezzullo, Heather Reynolds have provided support in fostering cooperation among student groups involved in sustainability efforts.

Community collaborations have, too, been sporadic. Only three of the respondent student groups have collaborated with a community partner agency. The IU Green Campus has working relationships with the Center for Sustainable Living. The organic farming group SPROUTS collaborates with Mother Hubbard's Cupboard, while the ELS and IU Habitat for Humanity have partnered with ICAN and the Monroe County Habitat, respectively.

Funding of sustainability-related co-curricular activities on campus relies on membership fees, fundraising and institutional/external support. Member fees are an important financial source for EMA, Sigma Gamma epsilon (The Earth Chapter), the ELS, and the GPSO, among others. A number of student groups have organized fundraising events over the past years, such as: t-shirt, sweatshirt and fleece sales (EMA, Sigma Gamma Epsilon), pledge drive (INPIRG), silent auction and fundraiser at Oliver Winery (ELS), benefit concerts featuring local musicians and farmer's market sales (SPROUTS), as well as fundraising initiatives like the Bucket 100 Bike Tour, Rake-a-thon, and the 5K run/walk put up by the IU Habitat for Humanity. External funding from IUSA AID has provided assistance to SPROUTS, Sigma Gamma Epsilon, IU Habitat for Humanity, and the Volunteer Student Bureau (VSB). In addition, SPROUTS and the GPSO have received private donations. Foster Living Learning Center and the RHA have supported SPROUTS and the IU Habitat for Humanity.

In cooperation with ELSI, SPROUTS has worked with four classes of students on garden-based service-learning projects (e.g. compost methodology, web site). ELSI, the Environmental Literacy and Sustainability Initiative, is a coalition of faculty, staff, and students, who seek to promote environmental literacy and sustainability across the Bloomington campus.

From 2003-2005, ELSI has coordinated a number of academic and co-curricular activities, among which: an interdisciplinary seminar series on promoting undergraduate environmental literacy (2003-2004); the CFES Green Landscaping Working Group, headed by Heather Reynolds; the "Prairie in the Planters" project, which used the physical campus as a pedagogical tool; the SPEA masters-level capstone class led by Diane Henshel that evaluated the conditions that contribute to the development of mold on the IUB campus; and, ELSI's colloquium on campus-wide discussion on sustainability (Spring 2006).

Finally, the Environmental Policy Committee (EPC) at the Kelley School of Business gives away an annual Kelley Green Award during the Earth Day week celebrations. The recognition goes to a local business that incorporates environmentally-friendly policies into their business plans and executions. The student or group of students that submits the winning nomination normally receives a cash prize of \$500.

7. Student Residential and Cultural Life

7.1. Metrics:

The number and type of curricular and co-curricular activities supported by Residence Halls (RH), Living Learning Centers (LLC), and cultural centers (CC) at Indiana University Bloomington are important indicators of campus sustainability. To capture environmental and sustainability-related efforts in the above areas, this study uses the following metrics: i) number of classes offered for credit by Residence Halls and Living-Learning Centers that relate to environmental literacy and sustainability; ii) number of sustainability-oriented Freshman Interest Groups (FIGs); iii) environmental and sustainability-related activities, such as events, speakers, workshops, arranged by Residence Halls, LLC and Cultural Centers. This study focused on five Living-Learning Centers (LLCs): Collins LLC, Global Village LLC, Foster International LLC, Atkins LLC and the Fitness and Wellness LLC. In addition, a number of people from the Residence Hall Association were contacted (*Appendix B*).

7.2. Curricular activities

At present, Collins LLC is the only center on the Bloomington campus that offers environmental literacy courses (Table 6 below). A Collins LLC seminar provides students with hands-on experience in permaculture - a design pattern for living more harmoniously with our life support systems. In the words of IU Professor David Haberman (Department of Religious Studies), permaculture is a rapidly growing and internationally recognized design system for creating sustainable human environments. As part of this summer seminar, students spend two intensive weeks of camping, class-work, and camaraderie in beautiful Hoosier National Forest. Collins residents can undertake a study of environmental sustainability through independent or supplementary classes (L402, and L102), as well as through Q-classes (Q199 and Q299). For instance, a Collins student carried a month-long fundraising for the Green Earth Fund in spring 2007 as part of a Q-class project.

In contrast to Collins, none of the other LLCs (Global Village, Atkins, Foster, and the Briscoe Fitness and Wellness LLCs) have environmental education activities. There is little to no education going on at the Residence Halls, either. Few of the recently offered Freshman Interest Group seminars focus on environmental sustainability. Environment-related FIGs have been offered in the past: one in Fall 2003 (FIG 5 Business and Environment), one in Fall 2002 (FIG 27 Biodiversity and Environmental Change), one in Fall 2000 (FIG 21 Environment and People), three in Fall 1999 (FIGs 4, 11, and 23), and three in Fall 1998 (FIG 5, 16, 18)¹⁰. Past records indicate that environmental FIGs have never filled, and many of them had been cancelled due to under-enrollment.

¹⁰ Information is available at <http://www.indiana.edu/~figs/courses.html>.

Table 6: Sustainability-Related Curricular at IUB Residence Halls and Living-Learning Centers

| <i>Course</i> | <i>Course Title</i> | <i>RH/ LLC</i> | <i>Course Description</i> |
|---|--|----------------|--|
| L102 | Supplementary Component in Environmental Learning | Collins LLC | Connects academic content with environmental projects. The environmental learning coordinator aids in locating a host organization and developing a plan of study. |
| L402 | Independent Study in Local Environmental Stewardship | Collins LLC | Allows upperclassmen to create a research project in environmental issues. |
| L230 | Permaculture: Learning from Nature | Collins LLC | A course in permaculture design. |
| L100 | Edible Wild Plants | Collins LLC | Teaches students to locate, identify, draw, and finally prepare and eat local native plants. |
| <i>Freshman Interest Groups</i> | | | |
| FIG #5, Fall 2003 Business and Environment | | | |
| BUS X100 SPEA E100 COLL- X 111 | Business Administration: Introduction Green Business: Introduction FIGs Seminar | | Recommended for students interested in green business, environmental issues, and effects of industry on pollution, including prospective majors in BUS (except for accounting), public affairs (SPEA), and various COAS. |

On the whole, this survey finds that residential curricular activities related to environmental sustainability are limited. There are unutilized opportunities for integrating sustainability into student life, especially given the wide, captive audiences at the LLCs and RHs. As Sean McGuire, assistant director at the Global Village LLC notes: "...many would like to extend sustainability practices within the Global Village" (email, 08/09/2007).

7.3. Co-curricular activities

Over the past 2006-07 academic year, E-Force has been an important driver of sustainability initiatives at the Collins LLC. The group exists since the 1990s and its 'green' initiatives have ranged from movie showings to lectures, symposiums and field trips. After a period of dormancy, E-Force was revived by a handful of active Collins students. Today E-force, which is a section of the Collins Board of Governors¹¹, includes elected activity directors and recycling coordinators. E-Force planned an Environmental Symposium last spring, with the goal of bringing in campus environmental groups, Bloomington Community agencies, as well as guest lectures and educational events (e.g. teaching Collin sites how to make sustainable necessities like clothing, soap, etc.). The event was later cancelled, however.

In collaboration with SPROUTS, Collins students organized organic food awareness and organic food tasting events in October 2006. SPROUTS organic produce has been served at the Collins


¹¹ The Collins Board of Governors is part of Student Government.

dining services. Collins has long been known for the high quality of the dining hall offerings and this year received the PETA award for its veggie-friendly menu. Few initiatives took place at the other LLCs. Approximately 13 students from Foster Quad participated in a clean-up at Lake Griffy in Fall 2006. In addition, Foster Quad co-sponsored tree-planting for Earth Day in April 2007.

A Satellite Conference “Simply Bioneers 2006” was held on Oct. 20-22, 2006 at the Fine Arts Center under the theme “Visionary and Practical Solutions for Restoring Earth and People”. Indiana University and the Bloomington community are one of 16 sites hosting simultaneously the satellite conference, which also included local talks and workshops¹². RPS tried to promote the annual Bioneers Conference among IUB students, however attendance rates are unknown. In 2005, the satellite Bioneers Conference shared knowledge on sustainable living with IU and the broader Bloomington community.

Other Green Activities at the Residence Halls and Living-Learning Centers:

"You'll find recycling barrels for newspaper, paper, aluminum, glass, and plastic in the lounges on One and Two and in the hallway on Ground. Please use them - help protect global resources! There is also a container for mixed paper located in the language-computer lab."



(Excerpt from the Global Village Recycling Guide)

RHA Environmental directors take responsibility for education on recycling programs within each hall through bulletin boards and other information. Environmental committees have initiated and carried recycling programs at the LLCs and RHs with varying degree of success over the past semesters.

E-Force Director Abby Mack successfully installed recycling bins on all floors of the Collins buildings last year. Support for this project was provided by Stephen Akers, Associate Director for Environmental Operations at Residential Programs and Services. Due to fluctuating responsibilities on part of the building recycling coordinators, E-force plans to elect floor-based recycling coordinators next year. Related to the above project, E-force initiated a recycling education week in October 2006. The main goal was to educate Collin-sites about what they could and could not recycle. The week ended with a field trip to the recycling plant. In addition, a recycling dance was held in November 2006 to raise money and awareness, as well as to thank the recycling coordinators for their contributions.

¹² Co-sponsors for the 2006 Bioneers conference were: the IU School of Journalism, Department of Religious Studies, History Department, IU Professional Council, IU Office of the Provost, RPS, ELSI, Environmental Commission of the City of Bloomington and others.

Recycling practices have been less successful at the Global Village community, though many of its members are environmentally-conscious. As per the words of Sean McGuire, Assistant Director at the Global Village Living-Learning Center, “For the number of students (approximately 110), the size and quantity of the bins would probably not be sufficient were there to be a 100% participation rate covering the continuum of recyclable materials.” (Email exchange, 08/09/2007).

Residence Halls like Eigemann, Teter and Briscoe have elected environmental management committees. One of their core objectives is to educate, promote, and implement active recycling programs. In 2003, Andrea Webster, Teter’s environmental affairs director at the time, initiated individual room and building recycling programs. No record was located about the present status of these initiatives. The environmental committees at Wright Quad and Foster Quad have looked up to Collins LLC as a model for successful recycling program.

Challenges to successful recycling initiatives at the residence halls include: contamination of recycling bins; student awareness, education, and participation in recycling programs; transportation to recycling dumpsters; and, lack of committed students who can carry out the initiated policy in the future.

7.4. Cultural Centers

No significant environmental or sustainability-related events have been put up by the cultural centers during the 2006-2007 academic year. Among the centers which were surveyed – *Asian Cultural Center, Helene G. Simon Hillel Center, International Center, Neil Marshall African American Culture Center & Library, La Casa Latino Cultural center, Center for Human Growth, Language Labs, and Office of Multicultural affairs* – none is actively involved in sustainability activities.

The International Center, the Asian Cultural Center and the Hillel Center have addressed environmental sustainability only marginally. The International Center has organized trips to 18th century historic town of Madison, Indiana, and an Amish community in northern Indiana as ways to introduce students to harmonious, natural ways of living. The Hillel Center has been emphasizing economic sustainability and recycling practices in their food services.

As indicated by some of the directors who were interviewed, the target audience and objectives of cultural centers rarely intersect with issues of environmental sustainability. Nevertheless, Sandy Britton at the International Center notes that there are opportunities for incorporating sustainability initiatives in the future, for instance as part of the center’s seminar series, movie nights, or volunteer partnerships with the City of Bloomington Volunteer Services. In her words, “the cultural centers can create programming around these [sustainability] issues”, but need someone or something to facilitate this. Collaboration with an office or a center of sustainability can benefit both the wider campus community, as well as the cultural centers.

8. Review of comparable programs at peer institutions

8.1. Peer Institutions

A review of comparable academic programs and activities at peer institutions complements the academic survey of campus sustainability. This section discusses sustainability efforts at eight institutions of higher education (Table 7). The first five peer institutions are similar to IUB in that they are all large, prominent state universities: three are in the Big Ten Conference (University of Michigan, Michigan State University, and University of Minnesota-Twin Cities), one is in the Pac-10 Conference (University of California-Berkley), and the other is in the Atlantic Coast Conference (University of North Carolina-Chapel Hill).

Table 7: Peer Institutions Reviewed

| <i>University</i> | <i>Region</i> | <i>Rationale</i> | <i>Sustainability Program</i> |
|---|---------------|---|--|
| University of Michigan (UM) | Midwest | Big 10 | M.S. in Sustainable Systems |
| University of Minnesota, Twin Cities (UMN) | Midwest | Big 10 | Minor in Sustainability |
| Michigan State University (MSU) | Midwest | Big 10, Sustainability Report, Office of Sustainability | Organic Farming Certificate, Undergraduate Specializations in Sustainability |
| University of California, Berkeley | West | Sustainability Report | Major in Society and Environment |
| University of North Carolina, Chapel Hill (UNC) | Southeast | Sustainability Report | Honors Program in Sustainability |
| Arizona State University (ASU) | Southwest | School of Sustainability | School of Sustainability |
| Williams College | East | Sustainable Liberal Arts College | Center for Environmental Studies |
| Harvard University | East | Sustainability Leader | Harvard Green Campus Initiative |

Academic programs, curricular, and research activities related to sustainability were reviewed at the above-listed eight peer institutions. The research utilized web searches of individual university sites, school bulletins, institutional centers, as well as news reports featured by periodicals related to sustainability in higher education. The following national associations proved to be useful informational resources, as well: the Association for the Advancement of Sustainability in Higher Education (AASHE), the US Partnership for the Decade of Education for Sustainable Development, University Leaders for A Sustainable Future (ULSF), Campus Sustainability Assessment Project (CSAP), University Affiliate Program of the National Council

for Science and the Environment (NCSE), and the Sustainable Universities Initiative (SUI) (*Appendix A*).

8.2. How do we compare?

The peer institutions review suggests that Indiana University, Bloomington has performed marginally in the area of sustainability education. All of the eight institutions have sustainability and/or environmental education **programs** at the undergraduate and graduate level (Table 8 below). Degrees in sustainability studies are presently offered at the University of Michigan (MS in Sustainable Systems), University of North Carolina (honors program in sustainability), Arizona State University (two bachelor's degrees, two master's, a PhD and a certificate program), and Michigan State University (undergraduate sustainability specializations). In addition, Rochester Institute of Technology is developing an interdisciplinary PhD program in sustainability (Time, 08/10/2007).

Besides the above programs, majors and minors in sustainability are currently available at: the University of Minnesota (Undergraduate Minor in Sustainability Studies and Graduate Minor in Sustainable Agriculture Systems), UNC (an honors program and a minor in sustainability), Harvard University (sustainability track within the environmental management program), and the University of California at Berkley (Major in Society and Environment).

In January 2007, Arizona State University (ASU) launched the first degree-granting School of Sustainability. In addition to offering six degree programs in sustainability, ASU provides access to 300 courses, 80 other degree programs across 25 departments, and 170 research projects involving sustainability aspects. Early this year, Michigan State University introduced an Organic Farming Certificate Program (OFCP), one-year organic farm training at the Student Organic Farm.¹³

Sustainable enterprise programs are currently offered at the University of Michigan (dual M.S./MBA program, administered by the Erb Institute for Global Sustainable Enterprise and the School of Natural Resources and the Environment) and the University of North Carolina (Sustainable Enterprise MBA Program of the Kenan-Flagler Business School).

A number of institutions have formal structures that oversee sustainability programs and curricular. To illustrate, the Sustainability Academic Advisory Committee at the University of CA, Berkley monitors all related courses, ensures that new topics of research and interest are offered, fosters additional interdisciplinary collaboration, and documents the number of graduates in related fields.

¹³ The OFCP program also involves partnership with local K-12 schools.

Table 8: Academic Programs and Curricular at Selected Peer Institutions

| <i>University</i> | <i>Academic Program</i> | <i>Curricular</i> |
|---|--|--|
| University of Michigan | MS in Sustainable Systems | Interdisciplinary curriculum focused on enabling technology and enterprise to enhance the sustainability of systems that provide mobility, shelter, sustenance, communication and recreation. |
| University of Minnesota, Twin Cities | Undergraduate Minor in Sustainability Studies; MacArthur Interdisciplinary Graduate Program On Global Change, Sustainability, and Justice | 6 credits of required courses (two 3-credit courses) and 9-12 restricted electives (three 3-4 credit courses), for a total of 15-18 credits. Core course: ESPM 3003, Sustainable People, Sustainable Planet (3 cr.) |
| Michigan State University | Two undergraduate specializations in sustainability; Organic Farming Certificate Program | 27 courses on sustainability |
| University of California, Berkeley | Society and Environment Program | Focus on how social science theories contribute to understanding environmental problems; Provides three areas of concentration: U.S. Environmental Policy and Management, Global Environmental Politics, or Environmental Justice and Development. |
| University of North Carolina, Chapel Hill | Honors Program in Sustainability; A Minor in Sustainability | Carolina: A Sustainable Campus? (Fall 2002), Honors Course; A Sustainable University, or “Greening A Blue Heaven”, Fall 2000, |
| Arizona State University | B.A., B.S., M.A., M.S., and Ph.D. in Sustainability; Certificate in Sustainable Technology & Management | The degree programs are flexible, interdisciplinary, problem-oriented programs where students explore the sustainability of human societies and the natural environment on which they depend. |
| Williams College | Environmental Studies Program | Courses in the natural sciences, social sciences, humanities, and arts. |
| Harvard University | Master of Liberal Arts in Environmental Management with two tracks: sustainability and ecology management. | Harvard Extension’s Course: ENVR E-117 Sustainability: The Challenge of Changing Our Institutions |

Most of the surveyed peer institutions have an online course directory or a comprehensive list of environmental and **sustainability courses** (UCA Berkley, University of Minnesota, UNC, and Williams College). Students at peer institutions can enroll in courses that address sustainability as a whole, or in some of its key parts (ecological, social or economic sustainability). Such classes normally fall in the following areas of study: i) biophysical sciences; ii) economics and policy; iii) other social sciences; iv) humanities, and; v) architecture, design, and technology. In comparison to its peer institutions, IUB performs well in the biophysical (biology, geology, physics) and social science (policy, economics, anthropology, human geography) areas of sustainability curricular. This is illustrated by sustainability-related courses like environmental risk analysis, ecology, natural resource and environmental management, environmental and

natural resource economics, sustainable land use and land cover change, ecological anthropology, and others that are available at both IUB and the reviewed peer institutions.

Some institutions, like the University of Michigan (UM), the University of Minnesota (UMN) and Arizona State University (ASU) offer core curricular courses on sustainability, such as: the UM's *Systems Thinking For Sustainable Development and Enterprise, Sustainable Energy Systems, Case Studies in Environmental Sustainability, Institutions for Sustainability*; UMN's *Sustainable People, Sustainable Planet, Sustainable Aquaculture, Population, Environment and Sustainability; Epistemologies and Methods for the Study of Human-Environment Interactions*; and, ASU's *Human Dimensions of Sustainability, Quantitative Methods in Sustainability, Introduction to Sustainability and Organizational Strategies: Earth Systems Engineering and Management*, and others.

The University of California, Berkley has innovative student-initiated courses, like *Education for Sustainable Living Program* (includes weekly guest lectures by world-renowned authors and progressive thinkers); *Campus Sustainability Assessment* (indicators-based sustainability assessment across many areas of university operation); *Sustainability: What You Can Do - Food*; and *Mapping Sustainable Building Activities in the Bay Area*. Similarly, the University of North Carolina and Harvard University offer classes with an eye on local sustainability problems: *Carolina: A Sustainable Campus?* (Fall 2002) and Harvard's *Sustainability: the Challenge of Changing Our Institutions*.

Sustainability research and scholarly work at peer institutions span a handful of departments, research centers and academic units by engaging faculty from multiple disciplines. At the University of Michigan, research and teaching on sustainability includes more than 300 faculty members spread across 7 schools, and spanning such disciplines as business, engineering, science, social science, and health. Scholarly collaborations occur in over 25 centers and initiatives, and account for about \$30 million annually in sponsored research on sustainability. A recent initiative at the University of Michigan is the Alcoa Foundation's Conservation and Sustainability Fellowship Program.

The University of Michigan's Center for Sustainable Systems and the Erb Institute for Global Sustainable Enterprise; Williams College Center for Environmental Studies; the UMN's Institute for Social, Economic, and Ecological Sustainability; the Berkeley Institute of the Environment; the Global Institute of Sustainability at ASU; Harvard's Institute on the Environment; and the Center for Sustainable Enterprise at the UNC, are, but a few, of the centers involved in sustainability scholarship.

An interdisciplinary research project at the University of Minnesota, "Minnesota 2050: Pathways to a Sustainable Future Project employs both quantitative (modeling of major trends impacting the environment), as well as qualitative analysis to envision possible future environmental scenarios.¹⁴ This project is housed at the Ecosystem Science and Sustainability Initiative, which also holds a seminar series "Conversations on Sustainability"¹⁵. Similarly, the Office of Campus Sustainability at MSU runs ongoing *UN Decade of Education for Sustainable Development*

¹⁴ See: <http://www.sustainability.umn.edu/research/index.html>

¹⁵ See: <http://www.sustainability.umn.edu/convos/index.htm>

speaker series with noted speakers addressing important issues for the university and local community.

A review of **funding** sources at peer institutions suggests that sustainability-related projects have been generously sponsored by private foundations, external grants, and institutional commitments, e.g. Office of the Provost at MSU (Table 9 below).

Table 9: Funding Sources for Sustainability Projects at Selected Peer Institutions

| <i>Funding Source</i> | <i>Sustainability- Related Project</i> | <i>Institution</i> |
|---|---|-----------------------------------|
| Alcoa Foundation Grant | \$844,000 to support six, two-year post-doctoral fellows doing research on sustainable energy technology | University of Michigan, SNRE |
| The Doris Duke Charitable Foundation | More than \$300,000 to support the Doris Duke Conservation Fellows program | University of Michigan |
| The Graham Foundation, UM Office of the Provost | 10.5 Million Graham Environmental Sustainability Institute | University of Michigan |
| Archibald Bush Foundation | Institute for Social, Economic, and Ecological Sustainability hosting the Ecosystem Science and Sustainability Initiative | University of Minnesota |
| U.S. EPA Grant | Office of Campus Sustainability (OCS) | Michigan State University |
| Chancellor’s Green Campus Fund | Chancellor's Advisory Committee on Sustainability | University of CA, Berkley |
| Julie Ann Wrigley Foundation | ASU Global Institute of Sustainability (\$15 million in 2004 and \$10 million in 2007) | Arizona State University |
| The Henry David Thoreau Foundation | \$25,000 grant to the Center for Environmental Studies | Williams College |
| Green Campus Loan Fund | A \$12 million, revolving loan fund made available for conservation projects. | Harvard Green Campus Initiative |
| Henry Luce Foundation Grant | To develop interdisciplinary Ph.D. program in sustainability | Rochester Institute of Technology |

Many of the reviewed peer institutions already have an office, institute or initiatives on sustainability: Office of Sustainability and Committee for a Sustainable Campus at MSU; Chancellor's Advisory Committee on Sustainability at the University of California, Berkley; the UNC Sustainability Initiative; and, the Harvard Green Campus Initiative (HGCI).

Sustainability audits and **reports** have been carried out at MSU, the University of California, Berkley, and the University of North Carolina, Pennsylvania State University, NYU, Harvard University, and others. The most recent MSU Sustainability Report (2007) employs ten

indicators of sustainability in the three categories, social, environmental, and economic sustainability. Michigan State University is also the recipient of the 2006 Campus Sustainability Achievement Award by the Association for the Advancement of Sustainability in Higher Education (AASHE).

The Campus Sustainability Awards at the University of California, Berkley and the Green Campus Cup at Harvard University provide important incentives for broader **student involvement** with sustainability issues. Supported by student groups, “green fees” have been adopted at 14 campuses in the United States, among which are the University of California at Berkley, Oregon State University, University of Florida, Cornell University, University of Tennessee at Chattanooga, and the University of Memphis (AASHE). Sustainable living campaigns and sustainability-oriented residential practices are in place at Harvard, Yale, University of Vermont, Tufts, Bowdoin, Carnegie Mellon, and Dartmouth College to name a few.

9. Challenges & Opportunities

This section outlines opportunities for infusing sustainability in the future academic and student life at IUB. It also provides a summary of the major limitations of this study.

9.1. Limitations

The academic survey of campus sustainability has a number of limitations pertaining to data collection and methodology. Major challenges in the data collection process were missing and/or outdated information, measurement error, and human error.

First, data on academic programs, course work and research have been collected from online bulletins, school/ department websites, OneStart, and faculty websites, which renders the possibility for inclusion of outdated or inaccurate data. Information about course instructors, syllabi and semesters offered was hard to locate for all courses (especially for the 2000-2005 period). Similarly, research projects on sustainability that are currently being designed are not unobserved and thus not reflected in this study. Important information about co-curricular activities may remain outside of this report as a result of outdated data in the SAO database, the low survey response rate, as well as unobserved initiatives (i.e. student groups not registered with SAO).

Second, the results of this study suffer from measurement error. The sustainability focus indicator, for instance, should not be accepted as an undisputable measure of the extent to which an academic program supports the study of environmental sustainability. Finally, human error needs to be accounted for, as well. Not only were student organizations dormant during the summer (student leaders have graduated, changed positions, left membership, etc.), but many other administrators and faculty were away for certain portions of the summer. As a result, a number of key sources and people remain outside of this study.

9.2. Opportunities

- Academic Programs

Current sustainability-related academic programs and curricula (Tables 1 and 2 above) provide important foundation for the introduction of sustainability studies at IUB. At a minimum, a minor or an undergraduate specialization in sustainability can be developed. Timely steps in that direction are necessary. At many peer institutions, sustainability has become an individual area of study - an academic discipline in its own right. As a Times article notes, sustainability "programs and policies can give a school instant cache as a cutting-edge institution, which can be a competitive advantage in student recruiting" (Time Magazine, August 20, 2007). IUB has been slow in responding to this trend, as well as to the United Nations-declared *Decade of Education for Sustainable Development* (2005-14).

- Sustainability-Related Coursework

Greater emphasis on real-world sustainability projects and service-learning components can enhance current sustainability-related curricular. Efforts in this direction can be supported by: the COPSL, student groups, such as SPROUTS and the GPSO, cultural centers as well as the Residence Halls and Living-Learning Centers. A recently-launched "Play a greater part"¹⁶ website (which offers sustainability projects from business, government, and nonprofit organizations) can offer insights for future curriculum development. Undergraduate seminars (130-150 average student enrollments) taught at the Living Learning Centers and Residence Halls are an excellent forum for infusing sustainability in student residential life, as well as for encouraging volunteer service. A directory of sustainability courses should be developed and made available on the web.

- Co-curricular activities at IUB

Incentives can be introduced as a way to foster environmental sustainability in student life, for instance through a Campus Sustainability Award (See discussion of student life at peer institutions). Sustainability needs to be embraced by a growing number of student groups, and in particular by IU Student Government, the Greek Community, RHA, and GPSO. This is critical since recent developments indicate that the university administration is alert to student needs and input from IU Student Government.

Current challenges to active student involvement need to be address, in particular: student apathy, unwillingness to take on extra tasks, busy schedules, low participation/voting, and inability to locate feasible options for cooperation. As indicated by IU Green Campus members, the Task Force for Sustainability should take every possible action to foster an environment where collaboration is encouraged and reinforced. The Student Activates Office can play an important role in raising the visibility and salience of sustainability among student organizations and Greek life.

¹⁶ See: <http://www.playagreaterpart.org>.

- Residence Halls, Living Learning Centers, and Cultural Centers

There is a wide captive audience and considerable administrative support at the Residence Halls and Living-Learning Centers at IUB, which together provide fruitful basis for future sustainability initiatives (both curricular and co-curricular). Efforts can strive to establish a mechanism that formalizes some of the current activities (E-force, Environmental Symposium, SPROUTS, and residential recycling) and ensure they occur every year. In addition, cultural centers can serve as an important partner in co-curricular activities related to environmental sustainability.

The organic food collaboration between SPROUTS and Collins LLC could be extended to include other LLCs and RHs on the Bloomington campus. This could be through organic farming groups at each of the LLCs, or through a centralized student farming unit (similar to the Student Organic Farm at Michigan State University). Future initiatives should take into consideration the *New Outdoor Living Learning Center* (to open in 2008 – 09), which can provide an opportunity for community members to engage in physical activities, learn about sustainable living, and build an appreciation for the natural environment.

Appendix A: Resources

ACADEMICS & CURRICULA

IUB Majors & Programs

<http://www.iub.edu/majors/>

IUB Academics

<http://www.iub.edu/academic/schools.shtml>

COAS

<http://www.indiana.edu/~college/>

Degree Programs of the University Graduate School

<http://www.indiana.edu/~grdschl/gradDepts.php>

Comprehensive Graduate Program Information

<http://www.indiana.edu/~bulletin/iub/grad/programs.html>

Geography Academic Bulletin

<http://www.indiana.edu/~geog/download/Guide%202006.pdf>

University Grad School Bulletin

<http://www.indiana.edu/~bulletin/iub/grad/programs.html#B>

IU Majors and Careers Services

<http://www.indiana.edu/~udiv/majors/academicschools.html>

Majors and Degrees by School

<http://www.indiana.edu/~udiv/majors/schlhome.html>

College of Arts and Sciences

<http://www.indiana.edu/~college/>

Undergraduate Bulletin

<http://www.indiana.edu/~bulletin/iub/>

COAS Departments, Centers and Institutes

<http://www.indiana.edu/~college/depart.shtml>

Resources for Undergraduate Students

<http://www.indiana.edu/~college/undergrad/>

IUB Course Descriptions

<http://www.indiana.edu/~deanfac/class.html>

IU Bloomington Bulletins

<http://www.indiana.edu/~bulletin/iub/>

SPEA

http://www.iu.edu/~speaweb/faculty/research_es.php

CIPEC

<http://www.cipec.org/people/faculty.html>

Workshop on Political Theory and Policy Analysis

<http://www.indiana.edu/~workshop/people.html>

Biology Dept - Ecology faculty

<http://www.bio.indiana.edu/facultyresearch/ecology.html>

Eco-evo faculty

<http://www.bio.indiana.edu/facultyresearch/evodevo.html>

Dept of Anthropology Associated Research Centers

<http://www.indiana.edu/~anthro/explore/researchcenters.html>

Anthropological Center for Training and Research on Global Environmental Change (ACT)

<http://www.indiana.edu/~act/>

IUB Centers and Institutes

<http://www.iub.edu/academic/centers.shtml#misc>

IUB List of Research Centers

<http://research.indiana.edu/centers/school/index.html#bloomington>

ELSI Environmental Courses

<http://www.indiana.edu/~elsi/courses.html>

SPEA MA Courses/Syllabi

http://www.iu.edu/~speaweb/academics/ma_courses.php

Business School Bulletin

<http://www.indiana.edu/~bulletin/iub/business/2006-2008/>

The Research & Teaching Preserve

<http://www.indiana.edu/~preserve/teaching/courses.html>

CFES (List current as of Spring 2002)

http://environment.indiana.edu/html/environmental_course_listings.html

The green university

<http://environment.indiana.edu/readings.htm>

Environmental Stewardship and Sustainability for the 21st Century: the Role of Education

<http://homepages.indiana.edu/011604/text/feature1.shtml>

University of Florida Office of Sustainability (with links to universities with sustainability programs)

<http://www.sustainable.ufl.edu/whatis.html>

IUB Majors

<http://www.iub.edu/majors/>

Explanation of abbreviations

<http://www.indiana.edu/~bulletin/iub/coassup/2000-2002/explanation.html>

Special Course Listing

http://www.indiana.edu/~registra/specialcourse/wwwsess_spro.html

Course Descriptions

<http://www.indiana.edu/~deanfac/class.html>

Sociology

<http://www.indiana.edu/~soc/courses.shtml>

Anthropology

<http://www.indiana.edu/~anthro/cp/offerings/undergrad/index.html>

Course Descriptions for IS Major in Global Health and Environment

<http://www.indiana.edu/~intlweb/approved202.shtml>

RESIDENCE HALLS AND LIVING LEARNING CENTERS:

Residence Hall Association (RHA) <http://www.indiana.edu/~rha>

Ashton Student Government Association

<http://www.indiana.edu/~asga>

Briscoe Student Government

<http://www.indiana.edu/~bsg>

Collins Living Learning Center

<http://www.indiana.edu/~llc>

Forest Student Government
<http://www.indiana.edu/~fsg>

Eigenmann Residents Association
<http://php.indiana.edu/~era>

McNutt Student Government
<http://www.indiana.edu/~mcnutt>

Read Center Student Association
<http://www.indiana.edu/~rcsa>

Teter Quad Student Government
<http://www.indiana.edu/~tqsg>

Willkie Student Association
<http://www.indiana.edu/~willkie/wra>

Wright Quad Student Government
<http://www.indiana.edu/~wright>

Foster International
<http://php.indiana.edu/~fin>

National Residence Hall Honorary
<http://www.indiana.edu/~nrhh>

Residential Programs and Services (RPS)
<http://www.rps.indiana.edu>

RHA Center Stores
<http://www.indiana.edu/~rhacs>

RHA Student Services
<http://www.indiana.edu/~rhas/>

RHA Board of Environmental Management
<http://www.indiana.edu/~boem>

Collins Annual Report:
<http://www.iub.edu/~llc/documents/AnnualReport0607.pdf>

IU Events Calendar:
<http://events.iu.edu>

IDS News

<http://www.idsnews.com/news/index.aspx>

PEER INSTITUTIONS:

Campus Sustainability Profiles (AASHE)

<http://www.aashe.org/resources/profiles/profiles.php>

Green Biz

<http://www.greenbiz.com/>

Presidents Climate Commitment

<http://presidentsclimatecommitment.org/>

<http://climatechallenge.org/newsroom>

EPA Case-studies - Institutions

http://www.epa.gov/ne/assistance/univ/bmpcasestudies_in.html

Advancement of Sustainability in Higher Education

<http://www.aashe.org/>

The Higher Education Committee (HEC) under the auspices of American Council On Renewable Energy (ACORE)

<http://www.acore.org/programs/hec/>

Sustainable Endowments Institute

<http://www.endowmentinstitute.org/>

College Sustainability Report Card - Individual School Profiles

<http://www.endowmentinstitute.org/sustainability/profiles.html>

Sierra Club

<http://www.sierraclub.org/>

US Partnership for the Decade of Education for Sustainable Development

<http://www.uspartnership.org/>

Woods Institute for the Environment at Stanford University - Ward W. and Priscilla B. Woods Institute

<http://environment.stanford.edu/woods/woods.html>

Campus Ecology Project, National Wildlife Federation:

<http://www.nwf.org/campusecology/>

Second Nature:

<http://www.secondnature.org/>

University Leaders for A Sustainable Future:

<http://www.ulsf.org/>

University of Florida Office of Sustainability

<http://www.sustainable.ufl.edu/whatis.html>

Campus Sustainability Assessment Project

<http://csap.envs.wmich.edu/>

EPA Top 10 University Partners on Green Energy

<http://www.epa.gov/greenpower/partners/top10ed.htm>

IUB Link to Big Ten

<http://registrar.indiana.edu/~registra/dma/bigten.shtml>

Antioch University - Concentration in Sustainability

http://www.antiochne.edu/ed/exed/ss_edforsustainability.cfm

ACPA -College Student Educators International

<http://www.myacpa.org/task-force/sustainability/>

University Affiliate Program of the National Council for Science and the Environment (NCSE)

<http://ncseonline.org/02education/Affiliates/cms.cfm?id=1306>

AASHE (Association for the Advancement of Sustainability in Higher Education)

www.aashe.org/lists/lists.php

AASHE Digest 2006

<http://www.aashe.org/resources/pdf/AASHEdigest2006.pdf>

Sustainability Degree Programs:

http://www.ulsf.org/resources_sust_degrees.htm

Syllabi Database:

<http://www.sc.edu/sustainableu/Syllabi.htm>

The P4T University

<http://www.plannersfortomorrow.ca/salon/index.php?blog=20&cat=242>

Sustainable Universities Initiative

<http://www.sc.edu/sustainableu/index.htm>

Directory of Environmental Programs

<http://ncseonline.org/DEP/>

UM Launches 10.5 Million Sustainability Institute

<http://www.snre.umich.edu/news/details.php?id=1138>

Key Periodicals Related to Sustainability in Higher Education

[Copernicus News – Duurzaam Hoger Onderwijs \(DHO 21\)](#)

[The Declaration – University Leaders for a Sustainable Future \(ULSF\)](#)

[International Journal of Sustainability in Higher Education \(IJSHE\)](#)

SUSTAINABILITY IN HIGHER EDUCATION ORGANIZATIONS

[Australian Campuses Towards Sustainability \(ACTS\) – formerly AUEMN](#)

[Campus Consortium for Environmental Excellence \(C2E2\)](#)

[Center for Respect of Life and Environment \(CRLE\)](#)

[College and University Recycling Council \(CURC\)](#)

[Copernicus-Campus](#)

[Education for Sustainability Western Network](#)

[Environmental Association for Universities and Colleges \(EAUC\)](#)

[German Network for an Environmentally Sound Development of Universities](#)

[Global Higher Education for Sustainability Partnership \(GHESP\)](#)

[Good Company – Campus Sustainability](#)

[Higher Education – Environmental Performance Improvement \(HEEPI\)](#)

[Higher Education Network for Sustainability in the Environment \(HENSE\)](#)

[Higher Education Partnership for Sustainability \(HEPS\)](#)

[International Association of Universities \(IAU\) – Sustainable Development and Higher Education](#)

[National Wildlife Federation – Campus Ecology Program](#)

[New Jersey Higher Education Partnership for Sustainability \(NJHEPS\)](#)

[North American Alliance for Green Education \(NAAGE\)](#)

[Pollution Prevention Consortium of New England Universities \(P2 Consortium\)](#)

[Second Nature](#)

[Sustainable Higher Education](#)

[Sustainability Solutions](#)

[SustainUS – Campus Greening Network](#)

[Umberto Environmental Management Software](#)

[University Leaders for a Sustainable Future \(ULSF\)](#)

Appendix B: References

Contact People at Living-Learning Centers and Residence Halls:

| Center | Contacts | Notes/Other |
|---|--|---|
| Atkins Living Learning Center | Nancy Lorenz, Vincent Isom, Emery Jordan (Residence Manager, Forest Quad), Steve Akers | No particular info found; Emery Jordan referred me to Steve Akers |
| Collins Living Learning Center | Jara Clover, Matthew Kerchner, Abby Mack (E-force at Collins) | E-force activities |
| Fitness and Wellness Living Learning Center | Tiana Williams-Iruoje | Email exchange; No curricular programs; no particular co-curricular initiatives |
| Foster International Living Learning Center | John Galuska | Permaculture class, |
| Global Village Living Learning Center | Sean McGuire - Ask Sean McGuire, Assistant Dir., of the Global Village about their recycling initiative | On vacation; back beginning of August |
| RHA, Environmental Programs | Steve Akers, Kelly Breeze (new RHA Environmental Director), Sarah Colan (last year's environmental director) | Emailed Sarah Colan three times – no response |

Contact People at Cultural Centers

| Center | Contact person | Sustainability Initiatives | Respondent |
|--|--|---|------------|
| Neil Marshall -African American Culture Center & Library | O. Afoaku, Director Charles Sykes | no sustainability initiatives | Yes |
| Asian Cultural Center | Babita Lamsal Upadhyay, Assistant Director, bupadhya@indiana.edu | no sustainability initiatives | Yes |
| Helen Hillel Center | Andy Getelson, agitelson@indiana.edu ; 812-336-3824 | no sustainability initiatives on campus; Katrina-related fund-raising initiative; recycling program at the center (e.g. food and food-related supplies) | Yes |
| International Center | Sandy Britton, Assist. Director, sbritton@indiana.edu | Some trips that are somewhat related. Welcome | Interested |
| La Casa Latino Cultural center | Lillian Casillas, mlcasill@indiana.edu | no sustainability initiatives | Interested |
| Center for Human Growth | Thomas Sexton | no sustainability initiatives | No |
| Center for the Study of Global Change | Brian Winchester | no sustainability initiatives | No |
| Language Labs | Lucinda Miller | No initiatives | Yes |

Appendix C: Instruments Used

Student Organizations Survey
Indiana University, Bloomington
July 15, 2007

Overview: The purpose of this questionnaire is to gain information about co-curricular activities at IUB that relate to sustainability. It is intended to gather information about your organization's engagement with issues of environmental, social, and economic sustainability. "Sustainability" is defined broadly as meeting the needs of the present without compromising the ability of future generations to meet their own needs. We are especially interested in your organization's size and structure, leadership, past events, activities, and funding.

Instructions: Please, read each question carefully. Some questions require only one response, others request that you circle all that apply, while on some you may need to provide a written response or a number. If you have questions at any time about this questionnaire, you may contact Tatyana Ruseva (truseva@indiana.edu). Thank you for your time and cooperation!

1. Which of these categories best describes your organization?
 - a. undergraduate student organization
 - b. graduate student organization
 - c. includes and open to both graduate and undergraduate students

2. What is the number of members in your student organization? Please, provide a most recent number. _____

3. How many executive officers are there in your student organization?

4. Which best describes the leadership structure in your student organization?
 - a. positional
 - b. advocacy
 - c. support
 - d. other (*please, explain*) _____

5. Does your student organization have an organization advisor?
 - a. Yes
 - b. No
 - c. If yes, please provide a name: _____

6. Does your student organization have a financial advisor?

- a. Yes
- b. No
- c. If yes, please provide a name: _____

7. Is your organization a chapter of:
- a. A state organization
 - b. A national organization
 - c. A global guiding organization

If you have marked any of the above, please provide name of organization:

8. Has your student organization worked or is currently working with a local community partner agency on sustainability issues?
- a. Yes
 - b. No
 - c. If YES, please provide name of organization: _____

9. Does your student organization maintain working relationship(s) with student groups at other universities?
- a. Yes
 - b. No
 - c. If yes, please provide names of student group and institution: _____

10. Are these working relationships related to issues of sustainability and environmental literacy?
- a. Yes
 - b. No

11. Which one best describes your student organization based on its mission and activities:
- a. Engaged in issues of societal equity and social sustainability
 - b. Engaged in issues of environmental quality and resource use
 - c. Engaged in environmental literacy

12. Has your student organization organized any activities or events that relate to environmental sustainability?
- a. Yes
 - b. No
 - c. If yes, please provide details about time and nature of event:

13. How were these activities or events funded? _____

14. In general, what were the main funding source(s) of your student organization in the past one year? (*CIRCLE ALL THAT APPLY*)

- a. IUSA AID
- b. Union Board
- c. IU Student Foundation
- d. Volunteer Student Bureau (VSB)
- e. Indiana Campus Compact (ICC)
- f. Residence Halls Association
- g. Cultural Centers
- h. Office of Diversity Education Grant
- i. Academic Departments (please, provide name)
- j. Other Student Organizations
- k. Other (please, specify): _____

15. Has your organization held a fund-raising event in the past one year (2006-2007)?

- a. Yes
- b. No
- c. If yes, please provide details: _____

16. What publicity and advertising practices has your organization employed in the past one year? (*CIRCLE ALL THAT APPLY*)

- a. Residence Hall postings
- b. Posters & Flyers
- c. Electronic newsletters
- d. Student Organization mailboxes
- e. Chalking and Bridge Painting
- f. IDS Ads
- g. IUSTV
- h. IU Bus Ads
- i. IU Events Calendar
- j. Other? _____

17. Please, provide a current person of contact and/or website representing your student organization.

| |
|---|
| Thank you very much for taking the time to complete this questionnaire! Please, turn to the last page for additional comments and/or suggestions. |
|---|

Is there anything else you would like to tell us regarding your SAO?

Please, add any thoughts you feel would be helpful in fostering sustainable development and environmental awareness on the Bloomington campus. Your comments will be carefully reviewed by the “Education, Outreach, and Student Engagement” group of the Task Force for Sustainability.

PLEASE, RETURN THIS QUESTIONNAIRE TO: truseva@indiana.edu or MAIL to: Tatyana Ruseva, SPEA, Mailbox 340, 1315 E. 10th Street, Bloomington, IN 47405

NO LATER THAN JULY 31, 2007.

THANK YOU!