

Change Agent Group Goals-Academic and Research

Mission Statement:

To educate and facilitate interaction between faculty, staff, students, and community. We will create, disseminate, and assess knowledge using sustainable practices through classroom instruction, research, service learning, and visual and performing arts.

Long Term Vision:

Through education, research, dissemination of knowledge, and service learning all faculty, staff and students in every department and division at UCSB will employ fully sustainable classroom and curriculum practices. UCSB will become a leader and innovator in developing instructional techniques and practices to become a fully sustainable campus and will become a role model for all educational institutions.

List of Current Sustainable Practices

The University of California, Santa Barbara has not yet done a complete analysis of current practices in bringing sustainability into academics and research. The Environmental Issues Task Force chaired by Keith Clarke, Chair of Geography in 2004-2005 however created a strong foundation for us. This taskforce was focused on how departments related to environmental issues linked to each other and called for an assessment of what courses dealt with environmental issues.

There are however some successes that were evident without having to look far. The University of California Santa Barbara's greatest strength in terms of sustainability in academics and research is in its departments. We were one of the first universities to create an environmental studies program in the United States and we have a wide diversity of departments that deal with environmental and social sustainability. UCSB also has some great case studies of faculty who have integrated the concept of sustainability and/or principles of sustainability into their course work.

Our number one goal as a committee has been to create a baseline assessment of the current practices to see where we need to be focusing our attention and what practices we have to build off of. Below we have created a list of key indicators and have pulled together the limited data that we currently have. These indicators were based on:

- Concordia University's Sustainability Assessment report 2003 (Canada)
<http://sustainability.concordia.ca/assessment/2003.php>
- Yale's Green Report Sustainability Indicators
http://www.bio.psu.edu/greendestiny/publications/gdc-indicators_2000.pdf
- UPenn Green Destiny Council's Report
<http://www.yale.edu/ysec/Yale%20Green%20Plan/YGP.htm#introduction>

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Key Indicators:

1. Number of courses related to sustainability
2. Number of students in courses related to Sustainability
3. Number of research groups working on sustainability
4. Number of faculty researching a topic related to sustainability
5. Number of students researching a topic related to sustainability
6. Amount of funding for research on sustainability
7. Number of Alumni in professions related to sustainability
8. Undergraduate Literacy in Sustainability
9. Graduate Literacy in Sustainability
10. Number of courses with applied or service learning
11. Number of students collaborating with non-profits
12. Number of students collaborating with businesses in sustainability
13. Natural sites used for teaching: Natural Reserves, teaching plots of landscaping on campus, Natural Restored Areas, demonstration projects (bioswales, etc)

Results of Indicators/Plan for getting results

Number of courses related to sustainability

We completed a keyword search of the Academic Senate Database on current course offerings and came up with a list of well over 2000 courses related to sustainability. We are currently going through each course to determine whether the course happened to contain one of course words but is not related to sustainability or is related to sustainability. This assessment should be completed by the end of May 2006.

Number of students in courses related to Sustainability

Once the assessment of current courses is completed, we will be able to get the number of students who have registered for that course from the departments in which the courses are taught.

Number of research groups working on sustainability

Number of faculty researching a topic related to sustainability

Number of students researching a topic related to sustainability

Amount of funding for research on sustainability

We are currently working with the Office of Research on obtaining the data for the four indicators above. Due to the fact that smaller grants are more difficult to tract we have decided to focus on major grants (over \$30,000) coming from off campus.

Number of Alumni in professions related to sustainability

We are currently trying to get some of this data from the Alumni Association.

Undergraduate Literacy in Sustainability

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Out of 3188 respondents, 19.86% of undergraduate students said that the issue of sustainability had been addressed in at least one of their classes at UCSB.

Graduate Literacy in Sustainability

There is currently no data available for graduate students.

Number of courses with applied or service learning

UCSB Currently has many case studies of service learning projects however the efforts are decentralized and are fairly dependent on the faculty that start those initiatives.

UCSB also has a service learning coordinator, James To of Associated Students. This position is only a part time appointment.

Number of students collaborating with non-profits

Number of students collaborating with businesses in sustainability

Number of Student Interning with Sustainability initiatives on campus

Counseling and Career Services provides a centralization of internship matching efforts however there is no tracking of which internships relate to sustainability and no specific encouragement of students to pursue internships with sustainable companies unless the request is made by the student. There are also many internships, which are established without the support services of Counseling and Career Services or through departmental internship programs.

The Environmental Studies Program has one of the strongest departmental internship programs on campus. Since 1973 more than 2,600 students have earned academic credit for completed internships through the Environmental Studies Internship Program (ESIP). The Cheadle Center for Biodiversity and Ecological Restoration (CCBER) places works with well over 50 student interns in a year and many more volunteers.

Natural sites used for teaching: Natural Reserves, teaching plots of landscaping on campus, Natural Restored Areas, demonstration projects (bioswales, etc)

UCSB has Seven Natural Reserves:

- Carpinteria Salt Marsh Reserve
- Coal Oil Point Natural Reserve
- Kenneth S. Norris Rancho Marino Reserve
- Santa Cruz Island Reserve Sedgwick Reserve
- VESR: Sierra Nevada Aquatic Research Lab
- VESR: Valentine Camp

Around the perimeter of campus we have bio-swales and naturally restored areas. In central campus there is fairly little in terms of native plant habitats, though there are several landscape plots near Webb Hall which are used for teaching and demonstrating different groupings of plants.

Goals:

Short Term (0-1yr)

1. Populate all 12 indicators with data within one year

Action Items→

Develop mechanisms for assessing indicators

Collect data for each indicator

Barriers →

Collecting data from decentralized entities on campus

2. At least 20% of the faculty population when surveyed could identify where to find resources on bringing sustainability into their curriculum

Action Items→

Develop a website with instructional resources for faculty

Develop Flexible Course Modules that could be posted on website

Barrier→

Assessing where the website will be housed and how we can have it be regularly maintained.

3. At least 30% of the student population when surveyed could identify where to find a course on sustainability

Action Items →

Develop website identifying courses related to sustainability

Identify Outreach Mechanism to publicize this website

Barrier→

The student population is constantly changing so the outreach for the website will have to remain consistent from year to year.

4. At least 20% of the student population when surveyed could identify where to find an internship related to sustainability

Action Items→

Develop website identifying internships related to sustainability

Identify Outreach Mechanism to publicize this website

Barrier →

The student population is constantly changing so the outreach for the website will have to remain consistent from year to year.

We will need to engage students across the disciplines not just students who are already committed to sustainability. This will mean dedicating time to educating students about the marketability of sustainability on their resume and others reasons for pursuing sustainability in their career field.

5. Encourage Academic Senate to create a plan, committee or group to address sustainability within academics and research.

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It is essential to engage faculty in the work of sustainability both in terms of their leadership in academics and research and as a user group of the campus. The form that this will take will depend entirely on what Academic Senate determines to be most appropriate.

6. Create a Publication of the Current Sustainable Practices of UCSB in terms of Academics and Research and to use this publication to highlight interesting courses and research throughout UCSB.

Action Items→

Create a process for disseminating the publication. This will most likely take the form of a one day summit at the end of the 2006-2007 school year.

Create a second edit of the publication which is specifically geared towards off campus community members.

Barriers→

Creating a publication or series of publications that will be of interest to a diverse audience.

Providing incentives to potential contributors to submit their work to the publication.

7. Develop a Funding Strategy for the Goals of the Committee.

Action Items→

Determine what the financial costs for the goals and action items of the committee are

Determine what would need to be funded through core funding versus soft funding

Identify strategies for finding sources of funding

Secure at least base level funding needed to meet the 2007-2008 goals of this committee

Barriers →

No access to a development officer for this work

There are many competing initiatives even within the field of sustainability at UCSB

8. Develop measurable goals for the committee in 2007-2008 and begin to set mid term and long term goals.

Action Items→

Due to insufficient assessment data we have only set measurable goals through the 2006-2007 school year. We will need to get the assessment and feedback necessary to create measurable and realistic goals for the future.

Barriers →

Getting sufficient feedback from the campus community

Mid Term and Long Term Goals:

Our Goals and Action Items broke up into three major categories:

- 1) Building Public Awareness about Sustainable Research on Campus and what UCSB is doing towards sustainability
- 2) Strategies and Materials to Modify Curriculum
 - a) Adjustments rather than major changes
 - b) Flexible Course module

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- c) Working with Instructional development and providing grants
- 3) Programmatic or Institutional Change
 - a) New Hires
 - b) Core Resource Issues
 - c) Secure housing in the university for this work

Some of the specific areas we would like to increase our numbers in are:

- Courses and Research Related to Sustainability
- Service Learning Initiatives
- Support and Resources for the Above
- Alumni Pursuing Careers in Sustainability
- Undergraduate and Graduate Literacy in Sustainability
- Awareness in the on and off campus community about what UCSB is doing in terms of sustainability in courses and research
- Use of Natural Areas for teaching

Overall Barriers:

Lack of centralization

Interdisciplinary processes take more time and coordination

Competing initiatives also need support

We are not a major priority for the campus yet