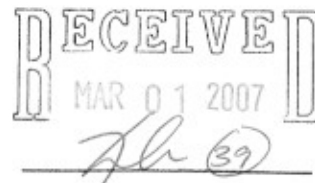


**UAA**

Strategic Opportunity Fund 2007 Application

Project Title: Integrating Issues of Climate Change into UAA's Curriculum**Initiator:** Lauren Bruce, Nancy Andes, Larry Foster, Allison Butler, Libby Roderick
(CAFE) (CCEL) (UAA Chancellor's Sustainability Council)**Continuing Projects:** If this is a continuing project, a current status report on the project must be attached. Amount awarded last year: \$ NONE**High Priority Area to be Addressed** (check those that apply)

- ☒ Enhancing Student Success
☒ UAA as a Public Square
☒ Building or Promoting Programmatic or Service Excellence

**Abstract** (approximately 50 words):

The Center for Advancing Faculty Excellence, the Center for Community Engagement and Learning, and the Chancellor's Sustainability Council propose to assist a cross-disciplinary cohort of faculty in integrating climate change into the curriculum. This project will foster interdisciplinary faculty enrichment, enhance student engagement, and provide community leadership and service.

Total Funding Requested: \$24,000

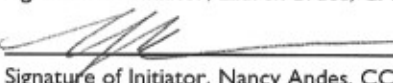
Object Code	Amount Requested	Match (not required)
1000 (personnel)		
1900 (benefits)		
2000 (travel)		
3000 (contractual)	\$22,500	\$1,500
4000 (commodities)	\$1,500	
5000 (capital expenditures)		
9000 (revenue)*		

*estimate associated revenue if applicable


 Signature of Initiator, Lauren Bruce, CAFE

Date:

3/1/07


 Signature of Initiator, Nancy Andes, CCEL

Date:

1 March 2007


 Signature of Initiator, Larry Foster, Sustainability Council

Date:

3-1-07


 Signature of Initiator, Allison Butler, Sustainability Council

Date:

3-1-07


 Signature of Initiator, Libby Roderick, Sustainability Council

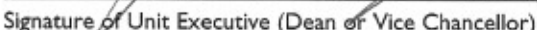
Date:

3-1/07


 Signature of Immediate Supervisor

Date

3/1/07


 Signature of Unit Executive (Dean or Vice Chancellor)

Date

Return this application along with a 1-3 page project description to:
 Renee Carter-Chapman, Chair, PBB Committee, UC 131R
 (pbb@uaa.alaska.edu)

Integrating Issues of Climate Change into UAA's Curriculum A Strategic Opportunity Fund Proposal

Summary

The Center for Advancing Faculty Excellence (CAFE), the Center for Community Engagement and Learning (CCEL), and the UAA Chancellor's Sustainability Council request Strategic Opportunity Funding for a faculty development intensive to support faculty in integrating global climate change issues into their curricula. The project will foster interdisciplinary faculty enrichment, enhance student engagement, and provide community leadership and service in this critical area. CCEL is providing some matching funds through a grant on community-based research and public policy.

Background

An overwhelming majority of the global scientific community recognizes climate change as a serious threat to the world's short and long-term social, economic, and ecological security, and that these changes are primarily the result of human activities. Global business leaders at the 2007 World Economic Forum responded to "the need for urgent action on climate change" by pledging to "use their positions of leadership to turn commitments on the top issues of climate change, global trade and development into action." The faith community is calling for action and policy changes to protect the planet through "Creation Care" and similar initiatives. Public policy makers from mayors to Congress people have introduced legislation, signed resolutions, and taken other steps to begin to address this crisis.

Leaders in higher education are responding as well. In January 2007, UAA's Chancellor committed the university to making important steps towards climate neutrality by signing the American College and University Presidents' Climate Commitment¹. This Commitment specifically requires UAA to take "actions to make climate neutrality and sustainability a part of the curriculum and other educational experiences for all students" as a component of our institutional action plan for addressing climate change. Funding this proposal would significantly advance UAA toward this public commitment and meet our responsibility to use our resources and expertise to help students address public policy issues of importance to the broader community.

Climate change presents daunting challenges, but also tremendous educational opportunities. Owing to its broad potential impacts on multiple facets of our society, economy, and environment, climate change serves as an excellent vehicle for exploring connections, interdependencies, and real-world problem-solving strategies through dynamic, systems-thinking approaches. It clearly exemplifies the need to teach and ultimately achieve sustainability across its full breadth of social, economic, and ecological concerns. Focusing on climate change as our

central theme of sustainability makes sense at this critical turning point in human history. Universities train tomorrow's leaders and are uniquely suited to play a vital role in helping society make the necessary transitions to ensure a secure and sustainable future, and students are already leading the way. In January 2007, students organized "Rising to the Campus Climate Challenge," which engaged more than 50,000 people on 587 campuses across North America – including UAA.

Proposal

The project consists of a faculty development intensive modeled on the highly successful Piedmont² and Ponderosa³ Projects, which have consistently proven to invigorate and energize faculty, and more deeply engage students in course content, by integrating critical issues of sustainability into existing courses. UAA faculty will lead the intensive and provide strategies, concrete examples, and faculty success stories from UAA and other institutions of creative and pedagogically sound ways to integrate climate change into current curricula. Intensive participants will then adapt their existing courses in appropriate ways. Whether the topic is social justice, highway infrastructure, or logarithms, climate change has an application. During the intensive, faculty participants will generate multiple ideas for applications across the disciplines encompassed by the cohort. Each professor will expand and apply some of these concepts in at least one course to be taught during the ensuing academic year. The cohort will meet periodically to report to their cohort and other interested faculty on progress and responses, and to generate additional new ideas. This process will serve to highlight, forge, and strengthen links among a broad range of disciplines for both faculty and students.

The proposal seeks funding to support:

- A 3-day intensive workshop in late summer 2007 with a cohort of up to 20 UAA faculty participants that will address:
 - Current scientific information on climate change and its anticipated social, economic, and ecological impacts;
 - Strategies for successfully integrating climate change concepts into a variety of academic disciplines;
 - Ways to empower and encourage students to actively address critical issues of climate change; and
 - Ways to promote and facilitate student involvement in the community and the development of public policy.
- Mini-grants of \$1,500 per UAA faculty member to:
 - Attend the full intensive (\$500)

- Modify at least one existing course to address issues of climate change within its current scope and content;
- Share new curricula with the cohort and other interested faculty in fall 2007 (\$500);
- Teach the modified course within the 2007 – 2008 academic year;
- In late Spring 2008, report on outcomes of the modified course; and
- In Summer 2008, share successes and “lessons learned” with UAA faculty (\$500).
- Mini-grants of \$2,000 each for two faculty to design, coordinate and lead the intensive and follow-up meetings; the Center for Community Engagement and Learning will provide matching funding for a third faculty designer.

Faculty participants will gain a number of direct and transferable benefits from this project:

- Accurate and up-to-date information on climate change;
- Innovative curriculum ideas from multiple disciplines and areas of concern;
- Models and methodologies for incorporating public policy and other socially relevant issues into courses;
- Models for effectively communicating potentially divisive issues to students in engaging ways;
- A forum in which contentious issues related to climate change may be discussed and debated earnestly; and
- Cross-disciplinary and (potentially) cross-campus networks of colleagues as resources.

UAA will reap many of the “value added” benefits produced by the Piedmont and Ponderosa Projects:

- Increased cross-disciplinary cooperation among faculty leading to broadened interdisciplinary emphasis;
- Innovative pedagogical methods adopted;
- Development / implementation of new course models & teaching methods;
- Additional courses upgraded by a majority of faculty participants;
- Development of new courses;
- Hundreds of students affected by new content introduced by each new cohort of faculty;
- Professional publications;
- Non-participant faculty adopted new methods, content, etc. from participant colleagues.

Strategic Impact: High Priority Areas Addressed

This project will further all three of the high priority areas of the Strategic Opportunity Fund as described below.

Enhancing Student Success:

- Nationwide and at UAA, students who become involved in sustainability via courses and projects on campus consistently report that they are more energized and engaged in their educations. Such

involvement has been shown to greatly improve participation and reduce attrition, by allowing them to see relevance of their studies in their personal and professional lives. Students see a huge personal stake in confronting climate change and applying their skills in “real life” situations to make a meaningful difference.

- Surveys conducted by the Sustainability Council and Environmental Studies Program indicate significant numbers of UAA faculty are interested in introducing or increasing the emphasis on sustainability in their courses.
- Climate change illustrates real-world interdependencies and complex systems interactions. Throughout the bustle of their college careers, students seldom recognize the depth or extent of connections that exist among their varied courses, and it would be impossible for faculty to effectively illustrate all of these. Yet when students see multiple aspects of a highly relevant topic addressed by many professors from different fields, the disciplinary connections become clear. Although applications across disciplines would vary tremendously, faculty wouldn't need to know colleagues' specific examples; the topic itself would tie them together. Such connections also highlight the importance and relevance of each course, strengthening students' perception of an educational process working as a coherent whole to prepare them for life beyond college.
- Students heading into the work world over the coming decades will need to demonstrate to employers that they are knowledgeable in energy efficiency, sustainable business practices, systems thinking, and so on. The international business community has recently called for regulation of carbon emissions to stabilize the climate in recognition that such measures are critical to assure long-term economic vitality.

UAA as a Public Square:

- Climate change is highly relevant to the people of Alaska and highlights our important role in national and global affairs. Its impacts will be magnified in the far North, so Alaskans have more at immediate stake than many other Americans. Anchorage has signed the Mayors Climate Protection Agreement⁴, and is exploring options for renewable energy and conservation. Our congressional delegation has commissioned an ISER study on climate change impacts on Alaska's economy. The community is turning more and more to UAA as a source of information and a forum for discussion; UAA will do well to embrace this leadership role.
- Student involvement in climate change and related public policy issues provides natural pathway to community service learning and long-term civic engagement. Many businesses and industries are shifting swiftly toward reducing carbon emissions and adopting more sustainable practices because these

measures make sound fiscal sense as well as being "the right thing to do." An understanding of climate change and its impacts will be expected of health care providers, scientists, engineers, architects, and countless other professionals in the near future. UAA graduates will possess the knowledge needed to address climate change, and more importantly, an integrative perspective and skills to look beyond the obvious - to "think outside the box" as creative and insightful problem-solvers.

Building / Promoting Programmatic / Service Excellence:

- Global climate change is spawning a decisive movement across American colleges and universities. Several strong student organizations have effectively coordinated and united tens of thousands of students in campus actions across the continent. These students are increasingly expecting their institutions to provide educational opportunities relevant to 21st century realities. Universities and colleges are responding, offering programs, courses, majors, minors, degrees, faculty development, student support, offices of sustainability, and so on. These efforts are broadly supported by entities including the United Nations (2005 - 2014 is the UN's the Decade of Education for Sustainable Development), more than a dozen higher education professional associations^a (including AASCU, AGB, SCUP, etc.), national and international organizations for sustainability in higher education, and numerous student-led coalitions. The proposed project will make UAA's concerns over climate change visible to current and prospective students, strengthening our retention and recruitment efforts.
- This project will advance UAA's signatory commitments to the Talloires Declaration (2004) and the American College and University Presidents' Climate Commitment (2007). We will work closely with the Office of Community Partnerships to align our efforts with their broader coordination and implementation of UAA's Climate Commitment Plan.

Leveraged Funding and In-Kind Support:

- CCEL recently received a Princeton University Sub-Award for the National Community-Based Research Network to support community-based research and public policy, with an emphasis on environmental issues. CCEL will provide matching funds for this proposal to support one of the twelve faculty mini-grants.
- The Office of Community Partnerships (OCP) funded the initial investment in this project by sending three UAA faculty for Piedmont / Ponderosa training in a 2006 Emory University workshop led by the projects' original developers. These faculty members (two of whom serve on the Sustainability Council) will play a major role in designing the intensive and overseeing follow-up activities.
- The OCP will continue to lend support to this project. While it will be developed and implemented as a distinct entity, our project will contribute significantly to the UAA Climate Commitment Plan. CAFE, the Sustainability Council, and the OCP will closely coordinate our efforts to maximize efficiency and benefits to both projects.
- Alaska Pacific University faculty participated in the 2006 Emory workshop, and will provide in-kind support for project development in a *quid pro quo* fashion, and may also fund intensive participants (following the 2006 Ford Foundation Difficult Dialogues partnership model). The Sustainability Council is working to establish / increase collaboration with similar groups and initiatives at UAF, UAS, and UAA's community campuses. This project will establish UAA as a leader in climate change education, positioning us as a role model to spark the growth of similar efforts at our other MAUs and campuses.
- A total of four seats will be open to UAF, UAS, and APU. Each guest institution will fund or waive their own mini-grants. To provide additional match and broaden the project's impacts, several UAA faculty have committed to full participation without remuneration, thereby freeing funds to support a larger cohort. Additional seats will be considered for faculty from any campus who wish to waive the mini-grant as match. As a result of match contributions, a larger cohort may be supported on the funding requested for twelve participants.

Budget:

Faculty Participant Mini-grants @ \$1,500 x 11 =	\$ 16,500	
Faculty Participant Mini-grant @ \$1,500 x 1	\$ 1,500	(CCEL Match)
Workshop Developer/Leader Mini-grants @ \$2,000 x 3 =	\$ 6,000	
Materials & Supplies =	\$ 500	
Catering =	\$ 1,000	
Total	\$ 25,500	
Total Strategic Opportunity Funds Requested:	\$ 24,000	

^a American College and University Presidents' Climate Commitment: www.presidentsclimatecommitment.org

^b Piedmont Project - Emory University: <http://www.scienceandsociety.emory.edu/piedmont/>

^c Ponderosa Project - Northern Arizona University: <http://jan.ucc.nau.edu/ponderosa/>

^d U.S. Mayors Climate Protection Agreement: http://usmayors.org/uscm/resolutions/73rd_conference/env_04.asp

^e See HEASC: <http://www.aashe.org/heasc/about.php>