

The Higher Education Sustainability Act of 2007

Briefing Prepared on September 25, 2007 by:

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Higher Education Sustainability Act of 2007 (HR 3637)

I. Executive Summary

As a leader in the global economy, the U.S. must support its local businesses in their ongoing commitment to both technological and strategic innovation. Such innovation is necessary to maintain U.S. economic leadership and healthy profits, which in turn produce economic growth for the entire nation.

Higher education is often overlooked as a key tool in catalyzing such innovation and growth in the American business sector. Higher education produces the professionals who develop, lead, manage, teach, work in, and influence society's institutions. Thus, when focused on the principles and practices of sustainable development, higher education can assist the U.S. business sector by providing a workforce educated in sustainable and innovative technology, economic analysis, employee and entrepreneurial development, and business strategy.

The result will be graduates who can help businesses be profitable in both the short and long term, in both national and global markets. Hundreds of U.S. companies already understand this reality. Yet, many other companies have employees that remain stuck in an older, outdated paradigm. For example, a recent study of Fortune 500 CEOs reported that, while 90 percent agreed that "sustainable development is important to their company's future," only 30 percent say they have the "skills, information, and personnel to meet the challenge."

There are numerous outstanding examples of education for sustainable development programs that attempt to meet this demand for a more informed workforce - examples that include collaborative efforts between the higher education and business sectors. Thousands of faculty and administrators across the country are sustainability champions, and several universities are well on their way towards becoming models. The field of education for sustainable development is growing – it now has a national and several regional associations, an annual national conference, and numerous national advancement projects underway. Principles of sustainability are beginning to be infused into business, engineering, planning, environmental design and other academic programs. Significant campus "greening" efforts are underway at hundreds of campuses.

What is now holding back this movement? A good deal of innovation in higher education is driven by federal funding, and almost no federal funding is available to support efforts to infuse sustainability into campus curricula or operations. The vast majority of existing sustainability programs are run on unsustainable, shoe-string budgets. This lack of funding leaves individual colleges and universities without the resources necessary for sharing and networking their programs within the higher education community. What's more, this same lack of funding also leaves them unable to systematically transfer their sustainable development discoveries to the business sector.

The solution to this problem lies with the federal government and its ability to play a catalytic role via the Higher Education Sustainability Act (HESA). This bill will:

- Educate and train the next generation of scientists, engineers, planners, and business professionals who will be developing new strategies and tools for sustainable technological innovation in a global economy.

- Empower “sustainability literate” graduates to understand the resource challenges, the people challenges and the economic challenges of sustainability and have the skills to engage in solutions that will build U.S. strength, leadership and independence.
- Promote good business practices in higher education that will provide living examples to other sectors of how disciplined sustainability practices result in greater productivity and quality of life.

Five years of funding for embedding sustainability in campus education, research, operations, and policy as provided by HESA could help:

- accelerate the building of U.S. strength and independence, including freedom from economic dependence on foreign countries through the application of sustainable development principles and practices in both production/consumption and product design/manufacturing;
- produce breakthroughs on financing mechanisms and policy analysis to eliminate irrational regulations and make sound economic development more affordable;
- enable the U.S. to begin to take the lead from European and Asian countries in sustainable products and technologies;
- firmly embed sustainability programs in hundreds of leading colleges/universities, producing sustainability literate graduates/entrepreneurs/future employees; and
- update the perspectives and content of dozens of majors, from the design fields of architecture, engineering and planning to economics, business, resource management and community development, to reflect the understandings needed for careers in the 21st century.

Representative Blumenauer explained his reason for introducing HESA as a desire to help "universities preserve our economic competitiveness and environmental health by promoting sustainable development practices around the nation." Daniel O. Bernstine, President of Portland State University, has noted: "This legislation is a major step forward in recognizing that sustainable practices can deliver important economic and social benefits, as well as environmental gains...Congressman Blumenauer and his colleagues are to be commended for recognizing the crucial role that higher education can and must play in developing such practices working collaboratively with business, government, and others. It will help the United States become an international model for sustainable development."

II. Summary of the Higher Education Sustainability Act of 2007 (HR 3637)

Introduced by Representatives Earl Blumenauer (D-OR), Vernon Ehlers (R-MI), Rick Boucher (D-VA), and David Wu (D-OR) on September 24, 2007, the Higher Education Sustainability Act (HR 3637) amends the Higher Education Act to authorize a new **\$50 million** grant program at the Department of Education. At full funding, this program will annually support between 25 and 200 sustainability projects at individual higher education institutions and higher education consortia/associations.

Individual institutions are eligible for funding to:

- a) develop and implement administrative and operations practices that test, model, and analyze principles of sustainability;
- b) establish multidisciplinary education, research, and outreach programs that address the environmental, social, and economic dimensions of sustainability;
- c) support research and teaching initiatives that focus on multidisciplinary and integrate environmental, economic, and social elements;
- d) establish initiatives in the areas of energy management, green building, waste management, purchasing, toxics management, transportation, and other aspects of sustainability;
- e) support student, faculty, and staff work at institutions of higher education to implement, research, and evaluate sustainable practices;
- f) establish sustainability literacy as a requirement for undergraduate and graduate degree programs; and
- g) integrate sustainability curriculum in all programs of instruction, particularly in business, architecture, technology, manufacturing, engineering, and science programs.

Associations and consortia are eligible for funding to:

- a) conduct faculty, staff and/or administrator trainings;
- b) compile, evaluate and disseminate best practices, case studies, guidelines and standards;
- c) engage external stakeholders such as business, alumni, and accrediting agencies,
- d) create analytical tools to assess and measure institutional progress; and
- e) develop educational benchmarks.

In addition, HESA establishes a national Higher Education Summit on Sustainability to highlight programs and practices of national distinction.

The immediate purposes of HESA are to:

- (1) support faculty, staff, and students in their efforts to establish administrative and academic sustainability programs on campus;
- (2) promote and enhance research by faculty and students in sustainability practices and innovations; and
- (3) support to colleges and universities in their work with community partners from the business, government, and nonprofit sectors to design and implement sustainability programs for application in the community and workplace,

The goal of this Act is to help tip the higher education system so that it:

- Produces 3 million “sustainability-literate” college graduates each year
- Educates and trains the next generation of scientists, engineers, planners, and business leaders for 21st century careers in the private and public sectors, and

- Fully embeds sustainable practices in higher education, a \$300 billion enterprise¹

In the process, the Higher Education Sustainability Act will:

- strengthen the ties between business and academia,
- help in the development of new tools and strategies for environmental and resource conservation, energy efficiency and more sustainable development,
- promote good business practices in higher education
- provide real world examples to the business and government sectors of how sustainability practices result in greater productivity, and
- help build a large market for sustainably-produced goods and services by establishing a new generation of better informed consumers.

How might \$50 million be distributed?

- ⇒ **\$25** million for upwards of 100 grants to individual colleges and universities for additional development of existing or new sustainability programs, courses and modules for curricular integration
- ⇒ **\$10** million for 20 grants to consortia, associations, alliances and partnerships to build higher education's capacity to deliver sustainability education
- ⇒ **\$10** million for 20 research and policy initiatives about sustainable technology
- ⇒ **\$ 5** million for 10 research and policy initiatives about sustainability education
- ⇒ **\$ 5** million for faculty and administrator training programs

What might this funding accomplish?

Most importantly, this level of funding would rapidly hasten the infusion of sustainability studies into multiple disciplines within higher education curricula. This in turn will produce a critical mass of graduates who are knowledgeable about our sustainability challenges and engaged in advancing sustainability solutions in both their careers and in their community life. *These graduates will come to embody the core of a society that is sustainability-literate*, moving the U.S. much closer to achieving a healthier national economy, society and environment.

Over a five - ten year period, one might also expect this funding to firmly embed sustainability programs in a core of several hundred leading colleges and universities, train upwards of twenty thousand faculty and administrators, and impact literally millions of graduates with a new understanding on how the economy, environment, and society are interrelated. The perspectives and content of dozens of majors would be updated to reflect the understandings of sustainable development, from the design fields of architecture, engineering and planning to economics, business, resource management and community development. In addition, this funding will enable efforts by national and regional/state associations and alliances to create ongoing, quality initiatives to encourage and support sustainability efforts by their member schools.

Five to ten years of HESA campus research, development, operations, and policy funding would:

- accelerate U.S. energy independence and freedom from dependence on foreign oil, through new thinking and developments in both energy production/consumption and product design/manufacturing

¹ Higher Education operating expenditures in 2004 were approximately \$300 billion, which represents 2.8% of U.S. GDP and is greater than the GDP of all but 25 countries.

- help produce breakthroughs on financing mechanisms and policy analysis to eliminate irrational regulations and make sound economic development more affordable
- enable the U.S. to begin to take the lead from European countries in sustainable products and technologies, a rapidly growing sector in the global marketplace
- help catalyze more effective voluntary certification systems for sustainable products, producing greater competitiveness for U.S. industry
- establish templates, based on existing successes such as the West Michigan Sustainable Business Forum, for creating sustainable business forums for business throughout the country, improving the pace of sustainable business development in both large and small businesses
- facilitate numerous cross sector conversations and collaborations (such as the new Metropolitan Hospital LEED building in Grand Rapids that will house sustainability groups in West Michigan to develop synergies for sustainable development)

Why does the Federal Government need to get involved in Education for Sustainable Development?

It is important to understand the \$50 million annual infusion of funding from HESA as:

- 1) capacity-building funding and
- 2) funding that *only* the federal government is in a position to provide.

The federal government is charged with securing the long term interest of the public. For this reason, it has long funded basic research. This is a function that industry, with its need to focus more on the short term, has often been unable to fund. Everyone benefits from the practical applications that often (if unpredictably) result from this basic research.

Education for sustainable development is very similar to basic research in these regards: it is a long term goal, it requires a great deal of new thinking and experimentation, and it is for the benefit of all. As with basic research, neither industry, private philanthropy, nor higher education itself is in a position to come up with sufficient funding to move education for sustainable development forward.

\$50 million of annual HESA funding will not transform the \$300 *Billion* higher education industry alone. But these funds can prime the pump, seeding demonstration projects that can show the value of such work and thereby convince colleges, universities, and other donors to build on these projects with their own funds. And if high leverage projects are funded, HESA is likely to provide the extra push that will tip the entire higher education system towards a more sustainable pathway.

III. 2005 Supporters of HESA

Higher Education Associations:

Association for the Advancement of Sustainability in Higher Education
American Association of University Professors
APPA: The Association of Higher Education Facilities Officers
Association of American Colleges and Universities
National Association for Educational Buyers
National Education Association
Society for College and University Planning

Colleges and Universities:

Alaska Pacific University
Arizona State University
Bainbridge Graduate Institute
Emory University
Evergreen State College
Furman University
Harvard University
Michigan State University
Portland State University
San Diego State University
University of Alaska Anchorage
University of California – Berkeley
Western Washington University
Yale University

NGOS:

Business and Institutional Furniture Manufacturer's Association International
Campaign for Environmental Literacy
National Council for Science and the Environment
National Wildlife Federation
Second Nature

Corporations:

Interface
Mary Kay, Inc.
Nike, Inc.

IV. HESA History and Current Status

2004: In June, 2004, Congressman Earl Blumenauer (D-OR), together with colleagues David Wu (D-OR), George Miller (D-CA), Maurice Hinchey (D-NY), and James Greenwood (R-PA) introduced legislation to authorize federal funding for six "Sustainability Centers" at universities across the country for the promotion, development and implementation of integrated environmental, economic and social sustainability programs. The bill was referred to the House Committee on Education and the Workforce, but did not receive any further action during the 108th Congress.

2005: In May, 2005, Representative Blumenauer reintroduced HESA with original co-sponsors Representatives Wu and Vernon Ehlers (R-MI). Representatives Robert Andrews [D-NJ], Frederick Boucher [D-VA], George Butterfield [D-NC], Chaka Fattah [D-PA], Adam Smith [D-WA] later joined as additional co-sponsors. The 2005 bill expanded the number of grant recipients significantly beyond six to perhaps 50 (depending on the size of the actual grants made) and also expanded eligibility for grants beyond individual schools to include consortia and associations of colleges and universities. These changes gave the bill the potential for much broader impact, both on individual colleges and universities as well as on the emerging field of Education for Sustainability itself. The House Education and Workforce Committee was asked to vote on HESA on as an amendment to the new Higher Education Act then under consideration. The amendment failed by two votes.

2007: On September 24, 2007, Representative Earl Blumenauer (D-OR) reintroduced HESA with original co-sponsors Vernon Ehlers (R-MI), Rick Boucher (D-VA), and David Wu (D-OR). HESA has been referred to the House Education and Labor Committee.

V. Why Sustainability Programs are Important

“We believe that sustainable development represents the least appreciated – and most powerful – set of business opportunities facing industries in the coming century... Over 80% of (the 481 surveyed) business executives believe their companies can derive real business value from implementing a sustainable development approach to strategy and operations across the organization.”

Arthur D. Little Study: *Realizing the Business Value of Sustainable Development*. 1999.

The Sustainability Challenge for Business and Society

More and more people are realizing that the Nation's future progress requires the simultaneous achievement of a well-functioning environmental system, economic viability that creates new jobs, and livable communities that provide access to all for participation in their governance. Achieving more sustainable environmental, economic and social systems will require new research, education and technology development, and innovative policy approaches that are flexible and use market mechanisms while engaging relevant stakeholders from the private and public sectors.

It is also increasingly becoming clear that meeting the health, social, economic and ecological challenges of sustainable development requires, most of all, *a new way of thinking (and learning) by individuals and institutions throughout society*. This new thinking must be systemic, interdisciplinary and integrative in order to meet these challenges.

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

For example, a recent Arthur D. Little study of Fortune 500 CEOs reported that, while 90 percent agreed that "sustainable development is important to their company's future," only 30 percent say they have the "skills, information, and personnel to meet the challenge." Companies that attempt to embark upon a more sustainable pathway are being severely hindered by a workforce that is illiterate regarding sustainability, and by an equally illiterate public that does not adequately value – either on Wall Street, or on Main Street when considering product purchases - the corporate investment in this new direction.

The Critical Role of Higher Education

Higher education plays a critical - but often overlooked - role in making this vision of a more sustainable future a reality. Higher education has the critical mass, diversity of skills, and unique academic freedom to develop new ideas and technologies; to conduct critical research; to raise the level of discourse regarding society and its challenges; and to engage in experimentation in sustainable living. Higher education also prepares most of the professionals who develop, lead, manage, teach, work in and influence society's institutions. It also engages in institutional operational practices that, as a whole, have enormous (but largely invisible) economic, social and environmental footprints.²

² The annual operating budgets of the ~1900 colleges and universities and ~1900 community colleges is \$300 billion. This represents 2.8% of GDP and is greater than the GDP of all but 25 countries.

Sustainability education provides critical tools for a 21st century workforce

At the same time, business leaders increasingly believe that a “sustainability literate” workforce is critical to their long term success and profitability, with better sustainability practices and improved efficiencies impacting positively on the bottom line while helping to better position and prepare their companies for the future. Charles O. Holliday, Jr., Chairman and CEO of DuPont, speaks for a growing number of his peers in declaring that: “an environmentally sustainable business is just good business, given the growing concern for environmental problems across America. A key component of an environmentally sustainable business is a highly educated work force, particularly involving environmental principles.” As one example on the micro scale, the National Environmental and Training Foundation estimates that education about topics such as energy, water and waste management, improved employee health, cleaner working conditions, and recycling would save small and medium sized businesses alone at least \$25 billion/year.

Encouraging Rapid Adoption of Education for Sustainability

While some of the leading thinking about sustainable development has been generated by higher education, higher education’s engagement as a whole with sustainable development lags far behind the business sector in the U.S. (see below) Yet there are thousands of faculty and administrators at hundreds of colleges and universities who are increasingly committed to the field and in various stages of engagement with the topic of sustainability. And the last few years have also seen tremendous growth in initial commitments to education for sustainable development within mainstream national higher education associations.

While there have been important accomplishments within the field of education for sustainable development to date, all of the efforts noted above are struggling to get off the ground on shoestring budgets, probably none of which exceed \$250k (isolated institutions have occasionally received larger private gifts or committed their own funds).

Changing the direction of higher education to embrace sustainability requires strong outside influence: internal decision-makers and other stakeholders (administrators, faculty, operational personnel and students) simply cannot do the job alone. External stakeholders such as funders of education and research, future employers, accreditation organizations, parents, alumni, local and regional communities are critical to creating the demand for education for sustainable development.

*One of the largest and most important of these external influences is the availability of federal funding – and currently, no federal funding is specifically available for sustainability education, research, or technology development within higher education. **A catalytic federal role is essential to accelerate this transition to a more sustainable society for our children and grandchildren.***

VI. The Status of Education for Sustainable Development

While higher education is still primarily reinforcing the unsustainable paradigm of the 'first Industrial Revolution' in both teaching and practice, it is nonetheless experiencing an explosion of interest in new sustainability programs. While there has been great expansion in training environmental specialists (over 1,000 community and 4 year colleges now offer environmentally related degrees) and a few programs specifically for 'sustainability specialists' have been created, now the interest in making sustainability the foundation of education for *all* graduates is taking off. The greatest gains in implementing sustainability initiatives have occurred in the "low hanging fruit" of campus operations, largely in energy conservation and renewable energy, sustainable building design, water conservation, purchasing, transportation, chemicals and waste management. Here are some relevant trends:

1. **Over 300 large buildings have or are "in line" for LEED certification** (*many additional buildings are using LEED standards but have not applied for certification due to the cost*). California and Washington have mandated LEED silver for all new public university campus construction; several other states provide incentives and assistance to campuses for building sustainably-designed buildings.
2. **Higher Education is now the largest purchaser of wind energy in the US** and is increasing - much of this has been fueled by student demand.
3. **Nearly 400 college and university Presidents have signed the new Presidents Climate Commitment**
4. **At least 300 campuses have done campus sustainability assessments** (most in the last 5 years), and hundreds more are planning to conduct them.
5. **At least 250 campuses have sustainability coordinators/directors or offices of sustainability; and over 500 have institution-wide sustainability or environmental committees.** More than 25% (1,000) of all higher educations are expected to have such positions by the end of the decade.
6. **Several non-profits have been created solely to make sustainability a foundation of learning and/or practice in higher education:**
 - National NGOs:
 - Second Nature
 - National Wildlife Federation: Campus Ecology Program
 - University Leaders for a Sustainable Future
 - US Partnership for the Decade of Education for Sustainable Development
 - Networks and Consortia of Higher Education Institutions
 - Association for the Advancement of Sustainability in Higher Education (300 schools)
 - New Jersey Higher Education Partnership for Sustainability (56 schools)
 - Pennsylvania Consortium for Interdisciplinary Environmental Policy (45 schools)
 - Associated Colleges of the South (20 schools)
 - Upper Midwest Sustainability Group (10 schools)
7. **Numerous mainstream Higher Education associations have recently made sustainability one of the core parts of their programs.** A few of the 50 or so such organizations are:
 - American Association of Colleges and Universities (AACU) (Higher Ed Presidents)
 - Association of Higher Education Facilities Officers (APPA)
 - National Association of College & University Business Officers (NACUBO)
 - National Association of Educational Buyers (NAEB)
 - National Association of College & University Housing Officers (NACUHO)
 - Society for College & University Planning (SCUP)

VII. Federal Agency Involvement in Sustainability Education

The following are the only two federal agencies that currently are involved with higher education sustainability program grantmaking:

1. National Science Foundation (NSF)

NSF's **Environmental Sustainability** program supports engineering research with the goal of promoting sustainable engineered systems that support human well-being and that are also compatible with sustaining natural (environmental) systems - - which provide ecological services vital for human survival. The long-term viability of natural capital is critical for many areas of human endeavor. Research in Environmental Sustainability considers long time horizons and incorporates contributions from the social sciences and ethics. This program supports engineering research that seeks to balance society's need to provide ecological protection and maintain stable economic conditions. There are four general research areas which are supported:

- Industrial Ecology
- Green Engineering
- Ecological Engineering
- Earth Systems Engineering

NSF's **Energy for Sustainability** program supports fundamental research and education in energy production, conversion, and storage and is focused on energy sources that are environmentally friendly and renewable. Most world energy needs are currently met through the combustion of fossil fuels. With projected increases in global energy needs, more sustainable methods for energy production will need to be developed, and production of greenhouse gases will need to be reduced.

Sources of sustainable energy include:

- Sunlight
- Wind
- Biomass

2. Environmental Protection Agency (EPA)

EPA's \$850,000 **P³ Award Competition** focuses on the three components of sustainability: *People*, *Prosperity* and the *Planet*. Through this national student design competition, college students gain new skills and knowledge as they research, develop, design, and implement scientific and technical solutions to environmental challenges. Initially, student teams compete for \$10,000 grants. Grant recipients then use their grant money to research and develop their design projects during the academic year. Then, in the following spring, all P3 grant recipients are invited to Washington, D.C. to compete for the P3 Award. The National Academies, advisors to the nation on science, engineering, and medicine, convene a panel to evaluate and recommend the award winners.

The **National Oceanic and Atmospheric Administration** had several programs identified with sustainability (and the Office of Education was formerly the Office of Education and Sustainability), but these have largely been abandoned or redirected over the past six years. Also, the President's Council on Sustainable Development under President Clinton issued two sustainability education documents: *Public Linkage, Dialogue, and Education: Task Force Report*, 1997 (clinton2.nara.gov/PCSD/Publications/TF_Reports/linkage-top.html) and *Education for Sustainability: An Agenda for Action*, President's Council on Sustainable Development, 1995. (ISBN 0-16-048783-8 <http://www.gcric.org/edu/pcsd/toc.html>).

VIII. A Few of the Many Examples of Campus Sustainability Projects

Campus Center for Appropriate Technology/Humboldt State University

The Campus Center for Appropriate Technology (CCAT) seeks to explore and develop innovative solutions to the problems caused by the use of certain technologies. The mission of the CCAT residents is to demonstrate technologies which contribute to a healthy environment, to examine the ethical and social consequences of the use of technology and to provide a forum for experiential learning.

Lane Community College Sustainability Program

In 2004, Lane formed a Sustainability Department. Housed under College Operations, Department staff include a Recycling & Surplus Property Coordinator, an Energy & Indoor Environmental Quality Analyst, and a Sustainability Coordinator. The Recycling & Surplus Property Coordinator works to expand and improve recycling, reuse, and waste reduction programs. The Energy & Indoor Environmental Quality Analyst will reduce the college's energy use and expenditures, while helping to provide excellent indoor environmental quality for staff and students. The Energy & Indoor Environmental Quality Analyst goals include developing and implementing a plan that saves 30% on energy usage by fiscal year 2007-08 and developing a plan that results in 10% use of alternative/renewable energy sources by 2009 or sooner.

Oregon State University - Reducing campus waste:

Recycling has been a fixture on the OSU campus since 1970 and has won several national awards. OSU met its Oregon Recycling Act goal of recycling 50% of its waste stream in 1997, three years ahead of its mandate. (It is estimated that OSU recycles more than 1 million pounds of waste each year, about 52% of all solid waste). Food and clothing drives are sponsored in the dorms at the end of each quarter, netting about 2500 pounds of food and clothing which is distributed to the local food bank and family service non-profits. Campus recycling is now shifting its attention to include waste reduction along with recycling.

Sonoma State University Environmental Technology Center

The Environmental Technology Center (ETC) is a dynamic, interactive and integrative 2,200 square foot facility where faculty, students, and community members from a wide variety of disciplines can work together in applied research training, academic study and collaborative environmental projects. As a model of sustainable building techniques and technologies, the ETC is "a building that teaches". Designed to use only 20% of the energy allowed by state energy code for similar buildings, the ETC serves as a model of public sector fiscal and environmental responsibility for California's universities and colleges.

University of California/California Institute for Energy & Environment (CIEE)

CIEE's mission is to support public-interest energy research in California. CIEE accomplishes this mission through research planning, research project administration, and technical coordination of research projects. In carrying out this mission, CIEE:

- provides support to all areas of public interest energy research in California;
- makes effective use of the world-class R&D expertise of leading scientists and engineers at California's universities, colleges, and affiliated laboratories; and
- collaborates with RD&D sponsors in field-testing promising technologies and implementation practices, and in communicating the associated energy savings and other benefits.

Our goal is to achieve wide-scale adoption by California's energy consumers, business community, and energy service industry.

The objectives supported by CIEE's mission are to increase the security and sustainability of energy systems in California, to help assure continued access to reliable, affordable energy

services for all Californians, to enhance the productivity and competitiveness of California's agricultural, manufacturing, and service industries, and to contribute to improving the environment, including regional air and water quality and quality of the indoor built environment, while remaining sensitive to global warming issues.

University of Oregon/Center for the Advancement of Sustainable Living (CASL)

The mission of the Center for the Advancement of Sustainable Living (CASL) is to demonstrate ecologically and socially sustainable technologies and living practices in a residential setting, to provide hands-on experiential learning opportunities for the University of Oregon and surrounding communities, to collect and disseminate information about such technologies and practices, and to facilitate original research in this field.

University of Oregon Lundquist College of Business - Integrating Sustainability Into the MBA Program

The Lundquist College of Business (LCB) has long positioned environmental and social issues as a central element of its teaching and research mission. The LCB has a special thrust in the environmental area, a perfect fit given the State of Oregon's reputation as an environmental leader and the breadth and depth of 120 environmentally-oriented faculty across the University of Oregon campus.

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IX. Example of State Sustainability Education Legislation

LEGISLATURE OF THE STATE OF IDAHO

Fifty-eighth Legislature

First Regular Session - 2005

SENATE CONCURRENT RESOLUTION NO. 119

1 A CONCURRENT RESOLUTION

2 STATING FINDINGS OF THE LEGISLATURE AND ENCOURAGING DEVELOPMENT
3 OF THE CONCEPT

4 OF SUSTAINABILITY AT IDAHO INSTITUTIONS OF HIGHER EDUCATION.

5 Be It Resolved by the Legislature of the State of Idaho:

6 WHEREAS, the people of the state of Idaho are justifiably proud of our
7 rich tradition of quality institutions of higher education and preservation of
8 our natural resources; and

9 WHEREAS, Idaho's institutions of higher education should be models for the
10 wise stewardship of economic and environmental resources; and

11 WHEREAS, the state of Idaho and its institutions of higher education bear
12 profound responsibility to increase awareness, knowledge, technology and tools
13 that will lead the state of Idaho to a prosperous and sustainable future; and

14 WHEREAS, environmental sustainability has been defined as meeting the
15 needs of the present without compromising the ability of future generations to
16 meet their own needs and may include use of resources in a manner that allows
17 the resources to be replenished by natural systems, as well as avoidance of
18 pollution that damages biological systems and emphasizes use of resources in
19 such a manner that they will never be exhausted; and

20 WHEREAS, the state of Idaho should encourage the mobilization of internal
21 and external resources so its institutions can collaborate to develop a con-
22 cept of sustainability that reflects Idaho's unique values and involves all
23 stakeholders; and

24 WHEREAS, education is critical for pursuing a sustainable future for
25 Idaho; and

26 WHEREAS, education for sustainability increases the power of all Idahoans
27 to address future economic and environmental realities; and

28 WHEREAS, the state of Idaho's major industries have benefited from, and
29 will continue to benefit from, commitment to an institutional focus on
30 research and development of new ideas and technologies that will lead to a
31 sustainable future; and

32 WHEREAS, the University of Idaho is paving the way to the future through
33 innovative research, collaboration with statewide extensions and private
34 industry, and the development of an effective sustainability curriculum.

35 NOW, THEREFORE, BE IT RESOLVED by the members of the First Regular Session
36 of the Fifty-eighth Idaho Legislature, the Senate and the House of Representa-
37 tives concurring therein, that an educational focus on sustainability will
38 lead the state of Idaho to the realization of its economic aspirations, envi-
ronmental goals, and beyond our greatest expectations for the future.