

**ACADEMIC INTEGRATION WORKING GROUP SESSION NOTES
ENERGY LEADERSHIP CHALLENGE MID-YEAR MEETING – 25 February 2014**

Facilitators: Dr. Jeff Ramsdell, Appalachian State University

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Attendees

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After introductions, a brief review of where each campus was in various areas of integrating sustainability into academics:

- Most schools have identified a faculty liaison for sustainability. Some have a formal academic sustainability leader, and a variety of approaches has been used. Examples include:
 - One sustainability director for both academics and operations (e.g., Appalachian State).
 - Dual coordinators (e.g., UNCG).
 - Academic coordinators within each college/school (e.g., NCSU).
- Each has found ways to bridge academics and operations to offer students opportunities for practical sustainability experience. These opportunities to use the campus as a “living laboratory” also help campuses reach their sustainability goals.

Four specific categories of progress that were identified via earlier conference call and discussion were then reviewed. A fifth (student engagement) was added during the session:

- Administrative support: resources (funding, personnel) allocated to the initiative. NCA&T has several individual professors that have incorporated sustainability into their classes, but academic administration is not supporting more formal programs at this time. UNCA has identified several professors for their initiative as well. Funding for faculty development is a particular need voiced by attendees.
- Attitudes/breaking down silos: one barrier noted to implementation is a lack of respect across lines (i.e., academic to operations and vice versa) as well as within (certain academic departments/units do not encourage collaboration). However, as noted in the opening talks of the meeting, we are each educators. Further, there are many shared responsibilities in our activities that we can use to break down these silos.
- Campus as a Living Lab: connect courses and research to operations, university mission and outreach. It was also suggested that campuses incorporate faculty expertise in design and planning processes.
- Academic programs (majors/minors/certificates) in sustainability.
- **Student Engagement:**

After a review of the categories, representatives of each campus evaluated their campus progress in each category (scale of 1-5, 5 being highest). Ratings were shared on flip charts. Discussion of the evaluations, barriers to progress, and potential solutions began.

Administrative Support:

Includes funding and personnel resources, philosophical backing.

SCHOOL	RATING	COMMENTS	NOTED BARRIERS
ECSU	1+		
NCAT	1.25+		Layered structure. Deans Council does not address sustainability. In staff plan, but has not made its way down, especially on Academic Affairs side.
WCU	1.5		
ECU	2+		
NCCU	2+		
UNCA	2+		Faculty fellows to work together? In each college identify members and structure.
UNC Chapel Hill	3		
UNCG	3		
NCSSM	3+		
UNCC	3+	Plans, working on office/ budget/staff.	Identifying funds
UNCP	3+		
NCSU	4		Funding comes from individual colleges.
Lenoir-Rhyne	4+		Need more resources.
App. State	5	Strategic Plan.	

Campus as a “Living Laboratory”

SCHOOL	RATING	COMMENTS	NOTED BARRIERS
UNCP	NR		
NCCU	1+		Resources & personnel
App. State	2+		
ECU	2+		
ECSU	2+		
Lenoir-Rhyne	3		
UNCA	3		
UNCG	3		Silos / lack of respect across units and disciplines.
NCAT	3+	No class; experiments and exercises.	
NCSSM	3+		
NCSU	3+		
UNCC	3+		
UNC Chapel Hill	3+	Website, signage, field sites, internships.	
WCU	4+		

Further barriers (from discussion):

- Personnel changes
- Lack of administrative support
- Lack of faculty incentives
- Particularly in the difficult budget environment
- Curricular inertia
- Not in Master Plan
- Institutional constraints

Student Engagement

SCHOOL	RATING	COMMENTS	NOTED BARRIERS
UNC Chapel Hill	NR		
UNCG	1		Difficult getting “snowball” students. Lack of passion, students don’t come forward or take advantage of opportunities, awards, etc.
UNCC	1+		Same students in every organization.
UNCP	2+		
NCCU	2+		
ECU	2+		
App. State	3+		
ECSU	3+		
Lenoir-Rhyne	4 / 2.5	4 for Asheville, 2.5 + for Hickory	
UNCA	4+	Sustainability-related majors, courses and programs are popular with students. Students choose to do academic internships on campus	
NCAT	4+	Awareness of whole-systems thinking.	
NCSSM	4		
NCSU	4+		
WCU	4+	Cultural shift towards empathy.	

Academic Programs

SCHOOL	RATING	COMMENTS	NOTED BARRIERS
UNCP	?	Not there long enough to assess.	
ECU	2+		
NCCU	2+		
NCSU	2.5		
UNCA	3		
WCU	3		
Lenoir-Rhyne	3.5 / 2.5	3.5 for Asheville, 2.5 for Hickory. Sustainability programs, but not across curriculum.	
ECSU	3+		
NCAT	3+		Still in silos.
NCSSM	3+		
UNCG	3+		
UNC Chapel Hill	4+		
UNCC	4+		Opportunities within disciplines / professions. Accreditation standards.
App. State	5		

Attitudes / Breaking Down Silos

SCHOOL	RATING	COMMENTS	NOTED BARRIERS
UNCP	?	Not there long enough to assess.	
UNCG	2		
ECU	2+		
ECSU	2+		
NCCU	2+		
NCSU	2+		
UNCC	2+		
WCU	2.5		
NCSSM	3+		
App. State	3.5	Positive: heavily influences the strategic plan.	Certain divisions
Lenoir-Rhyne	4	Asheville campus.	
UNCA	4		
NCAT	4+		
UNC Chapel Hill	4+		

Finally, attendees were assigned tasks to complete by the Appalachian Energy Summit in July:

1. Send barriers not identified or discussed during the session to the moderators.
2. Once the list of barriers is distributed, identify peers that share a common one. Contact these and collaborate on solutions.
3. Also identify peers that have had success in overcoming the barrier on which your institution is working. Reach out to these to learn potential solutions.
4. Create a strategy to address **ONE** barrier by the July Summit.