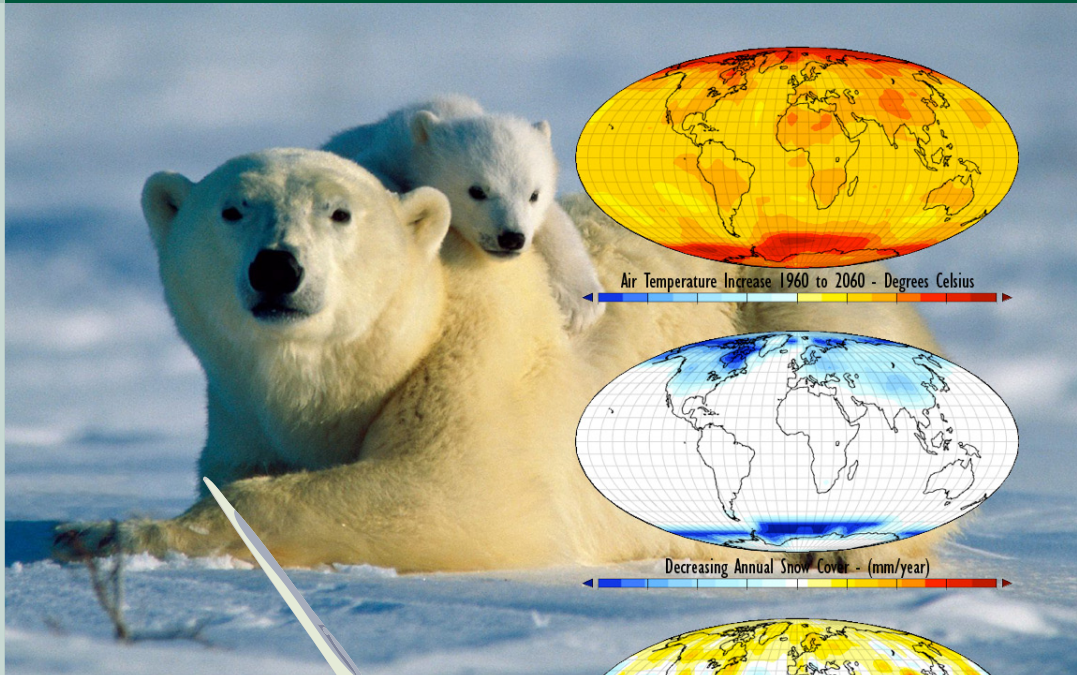


# SUSTAINABILITY IN THE CLASSROOM

- 1 Faculty Sustainability in the Classroom Intensive
- 2 Faculty Seminars to Advance the Work of the Intensive
- 19 Involved Faculty Members



## UAA Faculty Sustainability Intensive

### Facing Climate Change

As universities develop tomorrow's leaders they are uniquely suited to play a role in helping their communities make the necessary transitions toward climate neutrality. The University of Alaska Anchorage (UAA) recognizes this responsibility and is committed to educating students about both the science of climate change and individuals' roles to address what scientists worldwide are saying is possibly the most urgent issue to ever face us. Climate change has broad-reaching effects and can be integrated into all subject areas and classrooms.

### Inspiring Faculty

Integrating climate change information into subjects such as math and accounting is not as straightforward as with other subjects like natural science or public policy. Revising curriculum requires faculty-to-faculty assistance, designating time and resources to develop new curricula, and receiving peer feedback to further refine the new curricula. Through the UAA Strategic Opportunities Fund, the Center for Advancing Faculty Excellence (CAFE) and UAA sustainability champions were awarded a grant to foster faculty engagement to integrate climate change and sustainability into the curriculum.



UNIVERSITY of ALASKA  
ANCHORAGE



# SUSTAINABILITY IN THE CLASSROOM

## Faculty Sustainability Intensive

In 2007, 19 faculty members attended a three-day workshop on integrating climate change into their classrooms. Faculty was updated on current scientific information and its anticipated social, economic and ecological impacts. They learned about resources and strategies for successfully integrating climate change into a variety of academic disciplines, ways to empower students to actively address critical issues of climate change and methods for facilitating student involvement in the community and the development of public policy. The faculty participants then met again halfway through the fall semester to discuss the progress and challenges of integrating climate change into their curriculum and classrooms. This mid-term seminar spurred ideas that could make classroom programs stronger. Faculty also met at the end of the semester to reflect on the success of integrating climate change into their classrooms and generate ideas about how to further enhance UAA's curriculum. Case studies describing sustainability in the classroom have also been developed and are available on UAA's CAFÉ Web site, including:

**Computer Information Systems:** Students in Dr. Bogdan Hoanca's courses learn about the social impacts of information systems. Students discuss technology changes, the implications for sustainability and the connection of hybrid technology to climate change.

**Public Health:** In a graduate course on circumpolar health issues, Dr. Rhonda Johnson challenges students to write a reflection paper on climate acknowledging the implications climate change has for public health policy, practice, future impacts and their own views.

Other faculty members participating in the workshop intensive were from a variety of disciplines including Accounting, Chemistry, Education, Engineering, English, History, Math and Political Science.

## Individual Responsibility

**Faculty** – Learn more about sustainability in the classroom by contacting UAA's Sustainability Office for the date of the next workshop intensive.

**Students** – Take a course! When evaluating which courses to take, ask faculty members if they are integrating climate change or sustainability into their teachings. If they are, let them know you support this; if they aren't, encourage them to include climate change concepts and point them to faculty who have already developed new curriculum.

*"Climate change is widely considered to be the most pressing issue ever to face humanity. This program offered faculty in a wide variety of disciplines the time and opportunity to intensively study issues related to this critical topic - both globally and within Alaska - and to develop ways to help students approach it through the lens of each faculty member's particular discipline."*

– Elizabeth Roderick –

## Key Players

**CAFÉ** – Elizabeth Roderick

**Accounting** – Lynn Koshiyama

**Biology** – Allison Butler

**Chemistry** – Beverly Barker

**Computer Information Systems** –  
Bogdan Hoanca

**Education** – Paul Ongtooguk

**Engineering** – Nyree McDonald

**English** – Jackie Cason, Mark Dudick,  
Kerri Morris

**Environmental Studies** – Terri Pauls

**History** – Elizabeth James, Katherine  
Johnson-Ringsmuth

**Math** – Larry Foster, Sara Reinert

**Physics & Astronomy** – Travis Rector

**Philosophy** – Ray Anthony

**Political Science** – Mara Kimmel,  
Kimberly Pace

**Public Health** – Rhonda Johnson

## UAA Sustainability

UAA is committed to teaching sustainable practices through classrooms, research and community service. UAA leads by example, advancing sustainability in daily operations and long-term planning, and coordinating efforts with the communities we serve. To learn more about UAA's efforts, visit [www.uaa.alaska.edu/sustainability](http://www.uaa.alaska.edu/sustainability).

## Green Star

Green Star's Internship Program assisted UAA in developing this series of case studies. Green Star is a local non-profit dedicated to assisting, certifying and recognizing businesses committed to resource efficiency and environmental leadership. To learn more about Green Star, visit [www.greenstarinc.org](http://www.greenstarinc.org).



UNIVERSITY  
of ALASKA  
ANCHORAGE

