Supporting Sustainable Development in Higher International Education through EAIE

How do we address the implications of sustainable development for international higher education?
This poster describes a range of initiatives and actions associations such as the EAIE can endorse vis-à-vis learning outcomes, curricular and co-curricular design, institutional mission and priorities, and socially responsible higher education.

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The Anthropocene

Homo Sapiens' Environmental Impact on Planet Earth

Key Indicators

Atmospheric Change

- Solar heat-trapping GHG rising: CO2, N2O, CH4
- GHG at highest over past 800,000 years
- Historical 275 ppm of CO2 now at 410
- Most warming took place since 1950s
- 10 warmest years occurred since 2004
- 2017 one of hottest years in history
- +2° Paris target likely to rise to 4-8 degrees
- Air pollution, acid rain, micro-particles
- Increased intensity of weather events

Oceanic Change

- Average sea temperature highest since 1880
- Oceans absorb ½ of CO_2 emitted since 1750
- PH values decline, creating carbonic acid
- Oceans 26% more acidic since 1750
- Phytoplankton decline (a major food source)
- Plastic pollution entering marine food chain
- Declining biodiversity and fish stocks
- Lethal algae blooms and red tides
- Threat to shell fish, crustaceans, corals
- Dying reefs (.1% area is home to 25% of marine life)
- 25% of coral reefs currently destroyed
- 60% of remaining coral reefs under threat
- Rising sea-levels (6.7 inches in last century)

Terrestrial Change

- Record high temperatures, heat waves
- Extreme weather: drought, floods, wildfire
- Melting glaciers, polar ice, snowpack
- Methane-releasing thawing permafrost
- Declining river flow, H_2O access, irrigation
- Deforestation, desertification, habitat loss
- Soil depletion, contamination, erosion
- Degraded biodiversity, bee colony collapse
- 80% decline in flying insects in Europe

Predicted Consequences

- Submerged coastal areas, mass refugees
- Uninhabitable lands, mass migrations
- Collapse of marine food stocks, protein loss
- Declining agricultural yields, starvation
- Release of pathogens, virus, epidemics
- Planetary-wide respiratory disease, death
- Decline of pollinating insects, food loss
- Vanishing wildlife, loss of natural beauty
- Cross-species environmental refugees
- A sixth great extinction of life on Earth
- *Patent failure of international higher education*

Embedding Social Responsibility, Sustainability Literacy and Behavioral Change into International Higher Education

The *Greening* of Comprehensive Internationalisation

Comprehensive internationalisation is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.

The CIGE Model for Comprehensive Internationalisation is comprised of six interconnected target areas for institutional initiatives, policies, and programs.
(Definition, model and graphic developed by the Center for Internationalization and Global Engagement, American Council on Education, 2018.)

Articulated Institutional Commitment

- Articulate global responsibility in IHE
- Promote ethical internationalisation
- Infuse SD into vision, mission, & values
- Embed SD into campus strategic plans
- Engage leadership in SD initiatives
- Affirm goal of planetary stewardship
- Declare importance of biodiversity
- Advocate openly for alternative energy
- Implement fossil fuel divestment
- Re-prioritize core campus metrics
- Reorient assessment toward SD goals
- Prioritize sustainability literacy
- Address SD explicitly in campus culture
- Involve stakeholders in focus groups
- Measure campus carbon footprint
- Articulate & adopt SD code of ethics

Collaboration and Partnerships

- Link SA destinations to SD learning
- Use SD criteria to choose partners
- Ensure partners help achieve mission
- Assess partnerships using SD criteria
- Provide mutual support in SD goals
- Consider partner carbon footprints
- Infuse reciprocity into MOU's
- Seek solidarity despite difference
- Support N-S research agreements
- Direct research towards UN SDG's
- Collaborate for pluralized knowledge
- Address inequalities head-on
- Acknowledge complicity in disparities
- Engage with IHE SD networks
- Join SD orgs: HESI, AASHE, ISCN,GULF
- Empower students to join networks

Administrative Structure and Staffing

- Hire President literate in sustainability
- Recruit senior leaders with SD skills
- Require SIO commitment to SD
- Appoint SSO as senior campus leader
- Adopt institutional SD plan & targets
- Hire sustainability literate staff
- Launch campus-wide SD committee
- Embed SD into campus processes
- Institute cyclical SD on-campus events
- Create awards for SD achievement
- Seed funding for SD projects & works
- Provide volunteer opportunities in SD
- Monitor SD progress in formal reports
- Ensure access to SD library resources
- Enlist alumni SD and SL expertise
- Offer campus internships in SDG's

Curriculum, Co-curriculum, and Learning Outcomes

- Adopt strategies for educating for sustainability
- Create degree programs in sustainability
- Include sustainability literacy in general education
- Prioritize sustainability literacy for all programs
- Recognize importance of SD outcomes in all majors
- Create SL courses related to all disciplines
- Infuse SD learning into co-curricular student life
- Engage students in community through SD programs
- Use technology to enhance SD learning outcomes

Faculty Policies and Practices

- Provide professional development in SL teaching
- Ensure tenure codes recognize work/research in SD
- Link sustainability literacy and SD work to promotion
- Include SL among requirements for faculty hiring
- Identify SL among criteria for faculty evaluations
- Promote & prioritize faculty mobility related to SD
- Earmark faculty development funds related to SD
- Reward research projects focused on SDG's
- Support open access research in SD and SDG's
- Train faculty in assessing SL and SD outcomes

Student Mobility

- Track program carbon footprints
- Create program carbon offset fees
- Enlist students in offset programs
- Publish program carbon costs
- Assess SL development in SA
- Pursue ICC through SD learning
- Link SA destinations to SD learning
- Engage with green activists abroad
- Define "experiential" in terms of SD
- Expose students to indigenous life
- Explore alternative habits abroad
- Devise alternative assessment tools
- Provide funds for SD programming
- Infuse SL into orientation content
- Integrate SL gained abroad at home
- Draw on int. student SD skills
- Safeguard int. student interests

Abbreviations: SD-sustainable development; SL-sustainability literacy; SDG-United Nations Sustainable Development Goals; IHE-International higher education; SA-study abroad: ICC- intercultural competence

Policy Initiatives and Support for Sustainable Development

EAIE Strategy 2016-2020

The EAIE: driving <u>responsible</u> European international higher education.

Our view: ***international higher education should be equitable, ethical, socially responsible, accessible and accountable.***

Policy & Conference Initiatives

- EAIE 2016-2020 strategy : Responsible IHE
- Publishing and blogging on SL and SDG's
- Fair trade conference bags
- Call for proposals related to SD issues
- Past support for SD sessions and posters
- Conference carbon offset scheme
- Shifting from paper to digital platforms
- Use of re-useable water bottles
- Recycling of conference waste
- Donation to local food banks of unused food
- Use of biodegradable coffee cups & cutlery
- Lunch boxes made from recycled paper
- Use of local water coolers throughout venue
- All materials printed in FSC recycled paper
- Reduced use of meat in meals
- Exhibitors able to donate unused materials
- Cooperative ventures with local transport