Sustainability Now
If the next generation of citizen leaders is to be engaged and committed to leading for the common good, then the institutions which nurture them must be engaged in the work of the society and the community, modeling effective leadership and problem-solving skills, demonstrating how to accomplish change for the common good. This requires institutions of higher education to set their own house in order, if they expect to produce students who will improve society.


WWC GIS students display campus buildings by energy usage.
As new action models arise that involve cross-sector collaboration based on cross-profession expertise for problems that are controversial and systemic, it is difficult to find concepts, frameworks, research findings, or models that integrate knowledge across fields to guide solution-seeking leaders. New research and curriculum development are necessary.

from the paper, “Moving Higher Education To Its Next Stage: A New Set of Societal Challenges, A New Stage of Life, and A Call to Action for Universities,” R.M. Kanter, R. Khurana, and N. Nohria, 2005
Internships

To build students’ preparation for both work and citizenship, higher education needs to give new emphasis to fostering practical judgment and problem solving “in the field.”

Warren Wilson student interns for the City of Asheville Energy Office.
Faced with the complexity of current and future global challenges, higher education has the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions and our ability to respond to them. It should lead society in generating global knowledge to address global challenges, inter alia food security, climate change, water management, intercultural dialogue, renewable energy and public health.

Communiqué from UNESCO’s 2009 World Conference on Higher Education, July 2009
“My internship work at the Seabird Restoration Project was the most enjoyable job I’ve ever had. Because of the experience gained from the internship I was able to get a job with a project in California working to restore a seabird colony extirpated from an oil spill. From there, I went on to get my master’s degree working on a rare seabird, which further prepared me for my current position. The ELC Internship helped form my attitude towards environmental sustainability because working and living on an island field station in Maine made me realize how little we humans need to survive and to be happy and comfortable. I gained a sense of environmental responsibility from my internship because we were working on undoing human damage to wildlife and ecosystems (and we have a moral obligation to do so). The internship really did shape my career path. I had no idea I wanted to be a seabird biologist before that job. I had barely spent any time at the ocean and didn’t know seabirds from ravens.”

Christine Hamilton: Warren Wilson 1997 National Audubon Society Seabird Restoration Project Intern; WWC ’98 environmental studies major with wildlife concentration; currently a biologist for US Fish and Wildlife in Ventura, CA doing regulatory and recovery work related to endangered species

WWC 2009 Seabird Restoration Project Intern.
What Employers Want

Colleges should place greater emphasis on a variety of learning outcomes developed through a liberal education:

**Knowledge of human cultures and the physical and natural world**
- Concepts and new developments in science and technology (70%)
- The ability to understand the global context of situations and decisions (67%)
- Global issues and developments and their implications for the future (65%)
- The role of the United States in the world (57%)
- Cultural diversity in America and other countries (57%)

**Intellectual and practical skills**
- The ability to communicate effectively, orally and in writing (89%)
- Critical thinking and analytical reasoning skills (81%)
- The ability to analyze and solve complex problems (75%)
- Teamwork skills and the ability to collaborate with others in diverse group settings (71%)
- The ability to innovate and be creative (70%)
- The ability to locate, organize, and evaluate information from multiple sources (68%)

**Personal and social responsibility**
- The ability to connect choices and actions to ethical decisions (75%)
- Civic knowledge, civic participation, and community engagement (52%)

**Integrative learning**
- The ability to apply knowledge and skills to real-world settings through internships or other hands-on experiences (79%)

Raising The Bar …Employers’ Views On College Learning In The Wake Of The Economic Downturn
A Survey Among Employers
The Association Of American Colleges And Universities
January 20, 2010
Learn the Ropes

A Model for Sustainable Decision Making

1. Clarify Mission, Values, and Sustainability Commitment

2. Identify Challenge or Goal

3. Develop Scenarios and Collect Data
   (Collect data for short term and long term impacts)

4. Evaluate Overall Sustainability Value for Each Scenario
   (Evaluate data for short term and long term impacts)

5. Select Best Scenario and Check for Alignment with Commitment

Environmental Leadership Center, Warwick Wilson College
The LEAP National Leadership Council recommends, in sum, an education that intentionally fosters, across multiple fields of study, wide-ranging knowledge of science, cultures, and society; high level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges.

WWC students construct LEED Gold Orr Cottage.
Ready for the Job?

A new study says that the **number of green jobs in the United States grew 9.1 percent** between 1998 and 2007, about **two and a half times faster than job growth in the economy as a whole**. By 2007, green jobs constituted .49% of all jobs.

Pew Charitable Trust

Any institution that has a large number of people and a physical infrastructure that includes buildings, grounds, food service, a vehicle fleet, water/wastewater facilities, intensive use of energy (possibly from their own utility), lots of equipment and appliances that use electricity, a transportation network, and the large-scale procurement of goods and services **will eventually require a sustainability manager**.

This means cities and towns, school districts, utility districts, colleges and universities, federal government agencies, military bases, and larger corporations. That's a lot of the national economy. Consider a few numbers. In the United States, there are **3,304 county governments, 19,431 municipal governments, 16,056 township governments, 13,522 school districts, 35,356 "special district" governments, and over 4,100 two-year and four-year colleges**. We have dozens of large military installations. And then there are the 50 state governments with their related agencies, and our U.S. territories.

That's just the public sector. In the private sector, **all of the Fortune 1000 companies will be hiring (or designating) sustainability managers**, and thousands of smaller businesses will need staff as well.

Grist Magazine 2008
Warren Wilson Sustainability Commitment

We acknowledge that a complex web of economic, social, cultural, spiritual, and environmental factors determine the well-being of our community.

We recognize our power as individuals, and in community, to influence these complex, interdependent relationships.

We strive to make responsible decisions that take into account the multiple dimensions of sustainability in order to ensure quality of life now and for generations to come.