

# Advisory Council Meeting Notes

Tuesday, Nov. 11, 8-9 Eastern

AASHE 2008 Conference

## Present

Tom Balf; Sarah Banas, Gary Burbridge; Jack Byrne; Terry Calhoun; Mary Crawford; John Cusack; Larry Eisenberg; Jen Everett; Jeremy Friedman; Andrea George; Harold Glasser; David Henry; Bill Johnson; Richard Johnson; Tom Kelly; Linda Kogan; Dean Koyanagi; Derek Larson; Philip Ling; Terry Link; Matt Malten; Julie Newman; Kurt Teichert; Ron van der Veen (AC chair).

*AASHE Staff:* Julian Dautremont-Smith; Judy Walton; Andrea Webster

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## Agenda

1. Introductions
2. Brief presentation of the strategic plan
3. Discussion and review of membership proposals
4. Questions/suggestions from AC members

## Notes

### 1. Introductions

Members introduced themselves, and Ron introduced himself as AC Chair, appointed by the AASHE Board as liaison to the AC.

### 2. Brief presentation of the strategic plan

Ron reviewed the origins of the strategic goals. They were developed at the AASHE Strategic Planning Retreat in July in Boulder, CO, and were based on input collected from Council members and other stakeholders by the meeting facilitator. Subcommittees were formed to write up each goal. Goals were refined by the board's Strategic Planning Committee, with Geoff Chase taking the lead.

AC members had several questions and suggestions about each goal.

#### **Goal 1 - ACUPCC**

- Are we focused only on schools that haven't signed?
- This is not a very clear statement for the outside world. Too many goals in one – perhaps eliminate one. The ACUPCC has its own goal – how do these mesh?

#### **Goal 2 - Curriculum**

- Does this mean sustainability-related or sustainability-focused courses, according to STARS? This goal needs to be consistent with STARS to avoid confusion.
- 10% seems like a low goal. Why not 100%? Issue is what % goal is. Why 10%? Unless we do it now, we'll all be dead. Everyone needs to get it now. 10% is too modest. Less clear how we achieve this goal. Every single course has to offer sustainability.
- This goal perpetuates segregation of sustainability rather than integrating it into courses across curriculum. Distinguish between ultimate end goal v. a temporary goal. Is this a temporary goal? Make clear.
- Need overarching goals v. 1-year, 2-year, and 3-year goals.
- This goal doesn't seem to fit in in terms of rest of goals. Other goals focus on what AASHE will do. This one sounds like AASHE is setting a goal for its members, which doesn't seem appropriate.
- Maybe need long-term goals and short-term goals. Need context of what you're aiming for.
- Three kinds of curriculum should be included in goal: sustainability focused; sustainability related, and career oriented.
- Goal statement is grammatically incoherent.
- Question about % goal statement – what is it we want classes to be doing? Learning objectives are more measurable than outcomes. Do we think we can measure outcomes?
- Measuring outcomes of courses is difficult. How do we propose to do that?
- Challenge of evaluating this goal. Do we have the tools?

- Just set a reasonable standard and move on; don't worry if it's not perfect.
- Who will be doing the measuring? People on operations side?
- AASHE will need to study or assess curriculum.
- Infusion model is highly questionable as a goal. No data to say that by infusing, all people really get it and connect the dots. Just trying to put new wine in old bottles.
- Haven't developed program yet, so hard to set goals.
- How to create sense of agency?
- Curriculum statement – shot down signing of ACUPCC at some institutions. Seems to violate academic freedom.
- Alternate: “Have in place a program to do X and be able to demonstrate an annual increase in X.”

### **Goal 3 - STARS**

- Strike word “preeminent” – sounds boastful.

### **Goal 4 – Resource Center**

- This goal is the most valuable component – i.e., resources that can be accessed quickly.
- Importance of finding information quickly. Where is quantitative measurement? Perhaps add back: “will find what you need within 2 minutes.”
- Not clear if we're talking about quantity v. quality. Perhaps allow people to vote on most valuable resources.
- Distinguish between moderated v. unmoderated resources. How many will be moderated?

### **Goal 5 – Membership and Organizational Development**

- Is it ambitious enough?
- Goal is pretty high for a higher ed association
- Break into two goals – growth in membership is different than diversified revenue stream.

### **Overall comments**

- Shouldn't one of the goals be delivering a tangible result? Waste of time if it doesn't reduce CO2, etc. It's not in any of the goals. The ultimate goal is to deliver. Goal two is an outcome
- Campuses come from different places. Just by getting involved in the organization they begin to make changes.
- Goals 1 and 2 are ends. The others are means.
- These are goals for AASHE, not for members
- Why are we developing STARS? It's to measure impact, progress. Using STARS will deliver reductions.
- Goal is producing sustainable students. Target goals to achieve in first two years.
- Next few years are key. We need to translate urgency into the goals. Otherwise we're just talking.
- If we don't know what we want member institutions to do, we don't know what to measure.
- Do we believe this is a necessary step in order for schools to achieve their goals?
- What is the goal level for the organization that translates to real results for institutions?
- Which goals need to be re-written?
- These strategic goals are not a done deal. AASHE still searching for new ED; your input will influence. Input is valuable.
- Concerns around issues of clarity; meaningful understanding of the challenges we face. The vision is just not there. The language being used reflects that. It's not “while” modeling sustainability, it's “by modeling sustainability.” It's not just skills and knowledge, it should be the passion, dedication, commitment, etc. Issue of clarity of vision and ability to communicate that.
- Confident in the Board's ability to take this feedback
- Research isn't identified; research is a vital function of universities and something they can contribute to. Part of the urgency.
- Retreat process – need to make sure statements are consistent with internal documents. Things need to be made consistent.

### **3. Discussion and review of membership proposals**

Did not cover – no time.

- 4. Questions/suggestions from AC members**  
See #2 above.