New Program Proposal

Certificate of Achievement (CA) in Sustainability Science
Certificate of Competence (CO) in Sustainability Science

Date of Proposal: Spring 2014
Proposed Date of Implementation: Fall 2014
# Table of Contents

**Campus Narrative**

I. **Program Objectives**  
   A. Program Student Learning Outcomes  
   B. Program Educational Objectives  
   C. Program Workforce Development Objectives  

II. **Relation of Program Objectives to Functions of the College and University**  
   A. Relation of Program Objectives to UHCC and Kaua‘i CC Strategic Plans  
   B. Relation of Program Objectives to UHCC and Kaua‘i CC Mission Statements  

III. **Program Organization Relative to Objectives**  

IV. **Program Enrollment**  

V. **Resource Requirements for Implementation and First Cycle of Operation**  

VI. **Program Efficiency**  

VII. **Program Effectiveness**  

VIII. **References**  

IX. **Appendices**  
   A. Appendix A: Sustainability Science Curriculum  
   B. Appendix B: Letters of Support  
   C. Appendix C: Sustainability Job Descriptions  
   D. Appendix D: Matching of PSLOs to Specific Courses
I. Program Objectives

The University of Hawai‘i Kaua‘i Community College (Kaua‘i CC), Division of Science and Math is proposing a 25-27 credit Certificate of Achievement (CA) and a 12 credit Certificate of Competence (CO) in Sustainability Science that has been designed strategically to meet important educational objectives, align with other sustainability programs in the system, and meet workforce development needs. Sustainability professionals in the UH system have been consulting with each other over the last couple of years, and this program is partly the result of the push in the system to move towards more comprehensive sustainability education for students in the UH system. There are many faculty members working to incorporate sustainability topics into their curriculum, as well as come together to form a seamless education for sustainability throughout the UHCC and four-year institutions in the system. The curriculum in this certificate program is a part of this strategy, is aligned with Maui College's BAS in Sustainability Science, and has been reviewed by industry experts on Kaua‘i to ensure the skills students develop in the certificate programs will prepare them for the workforce. The CA in particular will prepare students for the workforce, as well as give them a solid grounding in Math, Science, and Business allowing them to transfer into many 4-year programs in the UH system. The CO is a good option for students who would like to add a concentration to their degree, in order to help them stand out in the job market and give them an understanding of problems businesses, organizations, and government institutions are facing and will continue to face in the future. Additionally, professionals in the workforce could earn the CO adding it to an already earned Bachelor's or Master's degree, helping to set them apart from other colleagues and possibly earn a higher pay grade.

A. Program Student Learning Outcomes

The Sustainability Science certificate programs have five comprehensive program student learning outcomes (PSLOs). These are the result of reviewing the minimum qualifications for sustainability jobs, peer reviewed literature, and the skills and knowledge needed to move towards sustainability in a meaningful and supported manner. Table 1.1 lists the PSLOs.

<table>
<thead>
<tr>
<th>Table 1.1: PSLOs for Sustainability Science CA and CO</th>
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</thead>
<tbody>
<tr>
<td>1. Detail valid sustainability concerns and potential solutions, the inter-related nature of these concerns, and their implications in an island context.</td>
</tr>
<tr>
<td>2. Identify and describe the basic scientific components behind existing and emerging technologies in a variety of areas related to sustainability.</td>
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<tr>
<td>3. Demonstrate skills needed to work towards sustainability in a variety of contexts, including collaboration, making presentations, preparing reports, and the use of appropriate science and technology and other information gathering techniques to access information.</td>
</tr>
<tr>
<td>4. Design comprehensive solutions to basic sustainability problems that are well researched and supported.</td>
</tr>
<tr>
<td>5. Use scientific principles or methods to critically evaluate proposed solutions to basic sustainability problems.</td>
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</table>
B. Program Educational Objectives

There is a need in Hawai‘i, as well as the world for sustainability literacy to increase. Not only is there a discussion around whether sustainability is a real concern or a viable option, but there is also a concern that those who are advocates of sustainability do not have a full understanding of the problems and solutions available. Older reports such as the “Report of World Commission on Environment and Development: Our Common Future,” commonly known as the Bruntland Report (1987), and the Millennium Ecosystem Assessment (2005) have outlined the global environmental problems we face as a society and how those can affect social progress, economics, and well being. One of the most recent reports gaining noteworthy coverage, “National Security and the Accelerating Risks of Climate Change”, produced by the CNA Military Advisory Board in May of 2014 defined the risks of climate change as being more regional conflicts, environmental refugees, and possible terrorist threats around the world because of resource depletion and environmental disasters. The science behind climate change is increasingly accepted, and as an island state that imports most of our food, energy, and material goods we should be cognizant of the fluctuations climate change can bring to the world and therefore us. Moreover, climate change can certainly bring physical changes to our islands.

The UH system has a responsibility to take the lead and infuse technology, science, social science, leadership, and an ethic of accountability into its culture, academics, research, maintenance, students, and communities. This will help to transform our islands into something that can support an increased population of residents and their well being for the long term.

One of the roles and responsibilities of academia is that of seeing the big picture, to think, teach, and conduct research holistically and to educate young people and the public about sustainability (Clark 2005, Alshuwaikhat and Abubakar 2008). Approaching sustainability on campuses is a complex problem, however it must be a priority as these institutions of higher learning are comparable to major hospitals and hotels in their resource consumption and waste production. The ways in which institutions of higher education carry out their day to day business sends a message to the public, and if they were to adopt sustainability on a large scale it could demonstrate to the public the ways in which institutions and people can work together to achieve environmentally responsible lifestyles and an ethic of accountability (Alshuwaikhat and Abubakar 2008).

As a system, UH has an opportunity and responsibility to be the best location for young people in Hawai‘i to learn about many subject areas, but also to disseminate the best, peer reviewed, objective information regarding sustainability and environmental issues. Recently, the Board of Regents passed a system wide sustainability policy showing the importance the system is placing on sustainability. Faculty members across the system as well are interested in developing comprehensive sustainability academic programs. These proposed certificate programs are a part of this strategy to move the system towards more sustainable practices, to take a stand regarding the necessity to educate our students for sustainability, and to prepare students for the workforce.

Kaua‘i Community College (Kaua‘i CC), being the only institution of higher education on Kaua‘i, has a large role to play in educating residents for the sustainable future of the island as well as increasing the economic opportunities for students who choose KCC as their college destination. With the divided roles residents of the community are taking
on as various sustainability topics are discussed, the college has a responsibility to educate and promote a balanced understanding of the issues. This certificate program will provide education on the science behind sustainability, what the problems are, and how we can viably address them in our lifetimes. The field of sustainability will not grow without the academic community honoring its validity, and the college needs to be the place where students can understand the science and facts behind the problems we are facing and what attainable solutions are.

Additionally, Kaua‘i CC is a starting and ending point for many Kaua‘i students who wish to pursue higher education. Due to diverse circumstance, Kaua‘i CC is often the only choice for many students wanting to pursue higher education, which makes its role in the community and for its students even more important. Community colleges are important for many underrepresented students because they provide access, but importantly they also increase the potential earnings and offer better job opportunities for students who attend— even for those who do not complete a degree (Kolesnikova 2009).

The proposed programs provide a stackable certificate program to work towards entering the workforce or further educational pursuits. The Certificate of Achievement of 25-27 credits will prepare students for the workforce in a variety of industries, and provide them with a strong background in sustainability and science therefore giving the tools to move projects forward in a meaningful way— in whatever sector they find employment in. The second certificate program we are proposing is a 12 credit Certificate of Competence that would be appropriate for any student who wishes to add a sustainability concentration to their degree program, or any professional in the community who wishes to take the courses and earn the certificate to add to their already earned Bachelor or Master degree to set themselves apart in their workforce, get a pay raise, or help them to incorporate sustainable principles into their workplace.

As the population of Kaua‘i and other Hawaiian islands increases, sustainability is going to be a topic that continues to come up for reasons of increasing costs, a need to diversify our economies, and resiliency. Water and waste management, energy, affordable/ sustainable building technology, and food system issues are all aspects of our daily lives and the four areas this certificate program is proposing to address. Managing water and waste in a sustainable manner will provide for a more economically sustainable Kaua‘i by keeping and promoting the island’s reputation as a pristine tourist destination, as well as not burden residents with high costs and environmental and health problems stemming from poorly managed waste and water systems. A growing number of permanent residents combined with a steady flow of tourists makes finding a sustainable way to manage our resources and waste stream essential to Kaua‘i remaining a place where residents and tourists alike can enjoy a good quality of life and visitor experiences (County of Kaua‘i Tourism Strategic Plan 2006-2016). In regards to energy, recently KUUC’s annual costs of purchasing non-renewable, mostly foreign sourced, fossil fuel based energy have risen to more than $60 million (Kaua‘i Island Utility Cooperative 2013). Additionally, food and affordable/ sustainable building technology are basic physical needs. In a report prepared by the Office of Planning (2012) it was outlined how substantial the economic drain of importing food is. If the state of Hawai‘i would replace only 10% of the food it imports the economic gains could be up to $313 million dollars. Additionally, “Assuming a 30% farm share, $94 million would be realized at the farm gate which would generate an economy wide impact of an additional $188 million in sales, $47 million in earnings, $6 million in state taxes, and more than 2,300 jobs” (Office of Planning, 2012, p. 2). Not only is importing food an economic
to demand for housing, electricity, food, and other goods and services (LaVenture 2014). Kaua‘i CC’s proposed certificate program will initially be addressing the four issues of water and waste management, energy, affordable/sustainable building technology, and food system issues. All of these industries are vitally important for a healthy and resilient growing community and economy, and many companies on Kaua‘i have provided letters of support for this program (Please see Appendix B). Additionally, it is important as these industries grow for them to grow using sustainable practices and hire employees who understand the importance behind running a business or organization sustainably.

Water, waste management, and energy are all sectors that are anticipated to have growth on Kaua‘i, Hawai‘i, and in the broader United States and world. The workforce for wastewater treatment facilities on Kaua‘i is aging and workers will be needed to fill these positions. Furthermore, it is estimated water and liquid waste treatment plant and system operators, in the state of Hawai‘i, will grow at an estimated 21% from 2010-2020 (State of Hawai‘i 2012). Entrepreneurship opportunities can also be cultivated to better manage the island’s waste, and successful models are found throughout the country. Hawai‘i’s Green Workforce Assessment predicts that the largest amount of green jobs will be created by the generation of clean energy (State of Hawai‘i 2010). Moreover, it is suggested that many of these jobs will only require trade or community college education and/or on the job training.
training (State of Hawai‘i 2010). Hawai‘i’s Clean Energy Initiative has set a goal of 70% clean energy in Hawai‘i by 2030, with 30% coming from efficiency measures and 40% from locally generated renewables (Hawai‘i Clean Energy Initiative 2010). KCC’s sustainability certificate, working closely with other departments, organizations, businesses, colleges, and individuals can offer students the opportunity to prepare themselves for a career in water and waste management or the quickly growing clean energy field.

Additionally, agriculture and construction are large industries on Kaua‘i, and KCC’s certificate in sustainability will prepare students to address workforce needs in these areas. During industry interviews, the President of Kaua‘i County Farmer’s Bureau suggested partnerships could create opportunities for students to work on existing farms for pay. This would not only help students understand the realities behind farming, but would help the farmers with needed labor and train new farmers (Ornellas 2013). There are also lands potentially available for new farmers to rent at a very low cost on Kaua‘i to support students who wish to start a farm business. Additionally, a recent article in the Star Advertiser stated Ulupono is investing in revitalizing the dairy industry on Kaua‘i (Engle 2013). The diversified agriculture industry in Hawai‘i is growing, needs to grow, and providing education about opportunities available can create the farmers Hawai‘i needs in order to develop a more resilient economy, workforce, and food system. Additionally, construction is one of the fastest growing green job fields in Kaua‘i (State of Hawai‘i 2010) and the industry is expected to grow 23.2% through 2020 (Department of Labor and Industrial Relations 2013). Offering training in green/affordable building practices will provide students opportunities to contribute to the sustainable development of their island, and give them a chance to enhance their resume. KCC has an affordable housing prototype, constructed from a 40-ft. high top recycled container, that construction students are building. This project can develop students’ skills for the construction profession with the added ability to help them think about and design solutions to address Kaua‘i’s affordable housing needs. Training students in sustainable food systems and green/affordable living addresses needed workforce development across Kaua‘i, Hawai‘i, the mainland, and world.

Undeniably, sustainability is a growing field- even during harsh economic times. In a study conducted by MIT Sloan Management Review and The Boston Consulting Group (2012), it was found that companies were “increasing their commitments to sustainability initiatives, the opposite of what one would expect if sustainability were simply a luxury afforded by good times” (p.3). Additionally, the number of jobs requiring sustainability managers is rising. Doyle (2008) states, both public and private institutions that have “large numbers of people and a physical infrastructure . . . will eventually require a sustainability manager”. On Kaua‘i and in Hawai‘i in general, a private sector area that will be looking for sustainability managers in the future is the tourist and hotel industry. Additionally, government run institutions like military bases will need sustainability professionals as well. As private, public, and government businesses and organizations begin seeing the need and profits from investing in sustainability, the number of these jobs will continue to rise. KCC’s certificate in sustainability will prepare students to be a part of this growing field.

In October 2013, The Department of Labor and Industrial Relations (DLIR) released a report outlining that at 15.4% Kaua‘i County has the highest projected job growth of all the islands from 2010-2020 (Department of Labor and Industrial Relations 2013). Not only could the graduates of the proposed certificate programs work within the industries of the four areas, but they could also gain employment in the tourist industry, businesses,
government, etc. and work to green their workplace with the tools they learned in the certificate program. Arguably, it is just as or even more important for all workers to understand the basic tenants and project management skills required in making a workplace more sustainable than it is to train specific “sustainability managers”. Additionally, it is important with rising numbers of permanent residents and tourists that people learn how to lessen their impact on the natural resources of Kaua‘i that not only do its residents hold dear, but the Kaua‘i tourism industry depends on. DLIR data, related to the industries we are targeting, is available in Table 1.2.

Table 1.2: Long-term Industry and Occupational Growth Projections on Kaua‘i in Selected Areas

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Net Growth</th>
<th>Additional Jobs</th>
<th>Water/Waste Management</th>
<th>Energy</th>
<th>Affordable Living/Sustainable Building Technology</th>
<th>Food Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water and Liquid Waste Treatment Plant and System Operators</td>
<td>21.9%</td>
<td>10</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refuse and Recyclable Materials Collector</td>
<td>17.7%</td>
<td>10</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>1.8%</td>
<td>0</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manufacturing</td>
<td>37.3%</td>
<td>110</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>23.2%</td>
<td>360</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Leisure and Hospitality</td>
<td>17.2%</td>
<td>1370</td>
<td>X</td>
<td></td>
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<tr>
<td>Tourism and Travel Guides</td>
<td>18.1%</td>
<td>60</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Accommodation and Food Services</td>
<td>16.9%</td>
<td>1190</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Farming, Fishing, and Forestry</td>
<td>3.4%</td>
<td>20</td>
<td></td>
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<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Source: Department of Labor and Industrial Relations, 2013

The Bureau of Labor Statistics (BLS) states the number of jobs in green goods and services, defined as those “found in businesses that primarily produce goods and provide services that benefit the environment or conserve natural resources” increased from 157,746 to 3,401,279 in 2011. These jobs include those in manufacturing, construction, professional, scientific and technical services, administrative and waste services, transportation and warehousing, and trade (United States Department of Labor 2013). Other BLS data on Green Technology and Practices jobs, and data on occupational employment and wage information for Green Goods and Services occupations was not available as a result of federal budget cuts. A job search for sustainability managers, sustainability coordinators, university sustainability coordinators, etc. shows many results around the country. Because this field is relatively new, there is not available data on numbers of “sustainability” jobs available, but please see Appendix C for sustainability job descriptions and qualifications. Five or six years ago, these jobs were few and far between but as businesses and organizations are seeing the economic benefits of investing in sustainability these jobs have increased in number, salary, and skills needed to work in them. *Forbes* magazine predicts sustainability jobs will continue to increase as millennials and millennials are a perfect fit for these jobs because the younger generation has grown up with a culture that placed value on the environment (Casserly 2012).
It is our intent, with these proposed certificate programs, to grow an educated workforce on Kaua‘i that is able to observe problems and suggest and implement solutions to make all businesses and organizations on Kaua‘i more sustainable. While our certificate program may not prepare students for some of the jobs listed in Appendix C, it is a good preparation for other sustainability programs, such as Maui College’s BAS in Sustainability Science Management, that would prepare them for these jobs. Our certificate program is meant as a workforce development pathway for entry-level jobs, giving the students the skills and knowledge needed to advance once there.

II. Relation of Program Objectives to Functions of the College and University

A. Relation of Program Objectives to UHCC and Kaua‘i CC Strategic Plans

The objectives of the proposed certificate programs in Sustainability Science are aligned with UHCC 2008-2015 and proposed 2015-2020 Strategic Plans and the Kaua‘i CC 2008-2015 Strategic Plan. Both of these are aligned with the UH System Strategic Plan. Please see Table 2.1 for an outline of how these align.

Educational Effectiveness, Access, and Student Success

**UHCC Goal A, Parts 1 and 2:**
- Educational Effectiveness and Student Success, Special Emphasis on Part-Time and Adult Learners Student Access and Success, Native Hawaiian Educational Attainment
- Kaua‘i CC Goal 1:
  - Provide Open Access to Educational Excellence for a Diverse Student Population

The Sustainability Science certificate programs address the UHCC and Kaua‘i CC goals of educational effectiveness, access, and student success. Our classes will be offered during the later part of the day in order to be accessible to working adults, part-time students, and more traditional students as well. Additionally, it is our goal to eventually be able to offer our classes on-line thereby increasing the access available to students on Kaua‘i and throughout the state. We believe the cultural component is at the top of the sustainability pyramid, and are working with the Kaua‘i CC STEM coordinators to indigenize the curriculum of our courses in a way that is real, makes sense, and is an effective teaching tool. By giving the Hawaiian perspective time in our classes to be studied and making the curriculum relevant to Native Hawaiian and other culturally diverse learners, we hope we will engage those students in our classes and encourage them to stay in the program and/or at Kaua‘i CC until they reach their goal of a degree or certificate. Additionally, in the design of the program and courses it has been made a priority that students will follow up with counselors and their instructor to ensure they are on a path that will help them accomplish their goals in earning the certificate, finding a job, and/or continuing their education.

Teaching and Learning as a Seamless State System

**UHCC Goal B:**
- Functioning as a Seamless State System, Transfers and Articulation

Kaua‘i CC Goal 2:
Learning and Teaching to Promote Excellence in Learning and in Teaching for Transfer, Career/Technical, Remedial/Developmental Education and Life-Long Learning

We have worked closely with Maui College and their Sustainability Science faculty to ensure the articulation of our courses and alignment of our program with theirs should students wish to transfer to Maui’s BAS in Sustainable Science Management. Students will also be well prepared for many other 4-year programs in the UH system. The coordinator of the program will make time to ensure students know of their opportunities for transfer and the workforce. Additionally, as more sustainability efforts in the curriculum are introduced in the system the program coordinators will work with colleagues to ensure this effort is cohesive. Moreover, we have designed our curriculum, with the feedback and help of industry experts in the field to be relevant to knowledge needed by students to enter the workforce and advance once there. The curriculum in the program is also meant to engage the students with their world, their community, and their peers to encourage a sense of thoughtfulness and inquiry helping to inspire accountability and life long learning.

Workforce and Economic Development

UHCC Goal C: Promote Workforce and Economic Development with an emphasis on STEM education, revive global curriculum
Kaua‘i CC Goal 3: Workforce Development to provide a trained workforce by offering programs that prepare students for both employment and future career development.

The certificate programs in sustainability science will add to STEM education at Kaua‘i CC and produce learners that not only have a global understanding of sustainability problems, but will locally understand Kaua‘i and Hawai‘i’s unique issues. It will also provide Kaua‘i with a trained workforce well versed in sustainability problems and solutions, ready to act in the workplace. Additionally, by our curriculum being articulated with Maui and other general education requirements being fulfilled by completing the certificate program, students will be well prepared to continue their education. Professionals in the workplace could also enroll in our program to add a specialty to their already developed skills thereby preparing them for promotion or otherwise advancement in their chosen field.

Community Development

UHCC Goal D: Hawaii’s Educational Capital/Resources and Stewardship with an emphasis on what it means to be a Native Hawaiian serving institution, build partnerships with government and non-profit entities, focus on entrepreneurship and commercialization
Kaua‘i CC Goal 5: Community Development, contribute to community development and enrichment through campus leadership and collaboration

The Sustainability Science certificate program is designed to improve and protect the human, educational, and natural capital of our state. Including Native Hawaiian perspectives into our curriculum will help to acknowledge our geographical place as well as our responsibility as a Native Hawaiian serving institution, and work towards fulfilling this in a small but real way. Ho‘oululehi- The Sustainable Living Institute of Kaua‘i, helping to
develop this credit program, has established multiple partnerships throughout the community in government, non-profit, and for profit businesses. This has helped to pull large projects through and will help our students to find internships and employment in the community. Working towards sustainability education inevitably helps to develop strong and resilient communities.

**Sustainable Infrastructure and Diversity**

*UHCC Goal E:*

*Develop Sustainable Infrastructure for Student Learning, Clean Energy, Sustainability*  
*Kaua’i CC Goal 6:*

*Diversity, foster global understanding and appreciation for diversity*

Inherent in this program and Ho‘ouluwehi is developing a sustainable infrastructure for student learning. Kaua‘i CC has an aquaponics lab, apiary, has installed motion sensor technology for demand side management energy efficiency measures, and has a 40-foot high top container being repurposed and constructed into an affordable housing prototype. These are all student learning platforms as well as an effort to transform our campus. Given time and support, this certificate program could foster students’ experiential learning opportunities while teaching them important academic information and skills, and further develop new sustainable campus infrastructure- with active participation by students! Additionally, learning about sustainability and educating students for sustainability fosters a global understanding of the systems perspectives needed to work towards sustainability in a strategic manner.

**Table 2.1 Overview of linkages between UHCC and Kauaʻi CC Strategic Plans and Sustainability Science Certificate Program Objectives**

<table>
<thead>
<tr>
<th>UHCC Strategic Plan Goals</th>
<th>Kauaʻi CC Strategic Plan Goals</th>
<th>Links to Sustainability Science Certificate Program Objectives</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal A: Educational Effectiveness and Student Success</strong></td>
<td>Goal 1: Open Access</td>
<td>• Classes offered at night or later in the day to accommodate working adults as well as traditional students</td>
</tr>
<tr>
<td>Special Emphasis on Part-Time and Adult Learners Student Access and Success, Native Hawaiian Educational Attainment</td>
<td>Provide Open Access to Educational Excellence for a Diverse Student Population</td>
<td>• Work towards online delivery methods</td>
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<tr>
<td></td>
<td></td>
<td>• Cultural component of curriculum addressed, culturally appropriate delivery methods used</td>
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<td></td>
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<td>• Instructors build into the program time for students to follow up with counselors to ensure following an intentional pathway for completion</td>
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<tr>
<td><strong>Goal B: Functioning as a Seamless State System</strong></td>
<td>Goal 2: Learning and Teaching</td>
<td>• Articulation and transfer opportunities with Maui College and other UH 4-year programs</td>
</tr>
<tr>
<td>Transfers and Articulation</td>
<td>Promote Excellence in Learning and in Teaching for Transfer,</td>
<td>• Work with industry to</td>
</tr>
<tr>
<td>Goal C: Promote Workforce and Economic Development</td>
<td>Goal 3: Workforce Development</td>
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<td>---------------------------------------------------</td>
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<tr>
<td>Emphasis on STEM education, revive global curriculum</td>
<td>Provide a trained workforce by offering programs that prepare students for both employment and future career development</td>
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<tr>
<td>• Add to STEM education offered at Kaua‘i CC</td>
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<tr>
<td>• Address global sustainability problems and solutions</td>
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<tr>
<td>• Produce graduates with an understanding of real world problems and solutions and how to implement solutions</td>
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<tr>
<td>• Give an opportunity for career advancement through further education and increased skills</td>
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<tr>
<th>Goal D: Hawaii’s Educational Capital/ Resources and Stewardship</th>
<th>Goal 5: Community Development</th>
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<tbody>
<tr>
<td>Emphasis on what it means to be a Native Hawaiian serving institution, build partnerships with government and non-profit entities, focus on entrepreneurship and commercialization</td>
<td>Contribute to community development and enrichment through campus leadership and collaboration</td>
</tr>
<tr>
<td>• Improve and protect human, educational, and natural capital</td>
<td></td>
</tr>
<tr>
<td>• Priority to include Native Hawaiian perspectives on sustainability</td>
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<tr>
<td>• Continue working with Ho‘ouluwehi to create opportunities for students to work on real world projects through its successful partnerships built throughout the community</td>
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<tr>
<td>• Be seen as a leader in the sustainability movement, help to develop a resilient Kaua‘i</td>
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<tr>
<th>Goal E: Develop Sustainable Infrastructure for Student Learning</th>
<th>Goal 6: Diversity</th>
</tr>
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<tbody>
<tr>
<td>Clean energy, sustainability</td>
<td>Foster global understanding and appreciation for diversity</td>
</tr>
<tr>
<td>• Use and help to keep running the already established student learning platforms such as apiary, aquaponics, and affordable/ sustainable housing prototype</td>
<td></td>
</tr>
<tr>
<td>• Work with Ho‘ouluwehi to supply student interns and workers to continue to increase the number and reach of sustainable infrastructure projects on campus and in the community</td>
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</table>
• Use case studies from around the world to foster global appreciation of sustainability problems, their interconnectedness, and culturally relevant solutions

### B. Relation of Program Objectives to UHCC and Kaua‘i CC Mission Statements

The Sustainability Science certificate program’s objectives are also aligned with UHCC and Kaua‘i CC Mission Statements. The mission statements are categorized below by the UHCC Mission categories and how the sustainability program aligns with these is discussed in the following paragraphs. Table 2.2 summarizes this information.

**Access and Support:** The objectives of the Sustainability Science program are in accordance with aspects of the UHCC and Kaua‘i CC Mission Statements regarding access. This program will give the opportunity for students who are interested in sustainability, but are not able to move off island to pursue additional education for personal, financial, professional, or other obligations, the chance to pursue an education in this field locally. The program coordinators have had multiple discussions with colleagues regarding how to structure the pre-requisites for our courses so as to include as many people as possible while still keeping the academic rigor needed for college level courses. This program will provide an opportunity for working professionals as well as traditional students to be trained in a growing field that has increasing relevance for our world and island state.

**Learning, Teaching, and Curriculum:** The Sustainability Science certificate program’s objectives are to develop a community of learners and workers who understand the science behind sustainability, are able to articulate this knowledge through written and oral communication, and are able to lead their generation and the next to a more resilient community. The general education requirements in the program were carefully selected to develop the skills and knowledge needed by professionals in the field and to offer professionals in the field the opportunity to come back to school in order to increase their knowledge and thereby continue to increase in pay grade. Additionally, the certificate program has been vetted with industry leaders in the community in order to ensure its relevance to the community’s changing needs regarding workforce development and different career options.

**Workforce Development and Partnerships:** This certificate program’s main objective is to provide training to Kaua‘i residents in order for them to enter the workforce, in a variety of areas, with the knowledge needed to not only advance in their field but also provide a service to their industry and the island by being able to pull through projects that help to make their workplace more sustainable. Additionally, by working closely with Ho‘ouluwehi the program coordinators are able to benefit from the partnerships created with community leaders in placing students in internships and jobs, and also providing hands on opportunities on campus for students to put their learning into practical action during their education.
**Personal and Community Development:** This certificate program most certainly provides the opportunity for students and residents to enrich their life through a heightened understanding of what challenges we will face as an isolated island state in the future and opportunities for career mobility. Additionally, by nurturing our human and educational capital the program will help to develop the community by providing a space to discuss relevant issues, the evidence behind them, and develop leaders for the future helping to ensure a greater chance of finding a balance between our economic, cultural, and environmental interests and needs.

**Diversity, Culture, and Appreciation:** The certificate program will honor our host culture’s knowledge regarding the subject matter, increase understanding and appreciation of Hawaiian culture, and disseminate information on how indigenous traditions and understandings can be brought into the present and used to help guide our modern scientific approaches and solutions regarding sustainability. Additionally, the curriculum will include a global component introducing students to opportunities available and preparing them for jobs that can be found off island as well. Finally, through the study of sustainability students will come to appreciate that solutions are a combination of many things including artistic, intellectual, and technical understanding.

**Table 2.2 Overview of linkages between UHCC and Kaua‘i CC Mission Statements and Sustainability Science Certificate Program Objectives**

<table>
<thead>
<tr>
<th>UHCC Mission Statement</th>
<th>Kaua‘i CC Mission Statement</th>
<th>Linkage to Sustainability Science Objectives</th>
</tr>
</thead>
</table>
| **Access:** To broaden access to postsecondary education in Hawai‘i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities | **Support:** Supports students of all ages, cultures, and backgrounds to achieve their educational goals | • Offers a locally available program in the field of sustainability for those who would prefer to stay on island or cannot relocate  
• Pre-requisites carefully chosen to provide the best access while still maintaining academic rigor  
• Opportunity for working professionals to pursue an education in this field by offering classes at a time when they are able to attend |

| **Learning and Teaching:** To specialize in the effective teaching of remedial/development education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs | **Curriculum:** Creates curricula and programs responsive to the community’s changing needs for career and work force development | • Curriculum is designed to develop skills in understanding and disseminating science information to the public through effective communication and interpersonal skills  
• General education requirements reflect the knowledge and skills needed to progress and world in the field |
<table>
<thead>
<tr>
<th>Workforce Development: To provide the trained workforce needed in the state, the region, and internationally by offering occupational, technical, and professional courses and programs, which prepare students for immediate employment and career advancement</th>
<th>Partnerships: Fosters partnerships with schools, the University of Hawai‘i system, and local, state, national, and global communities</th>
<th>• Industry leaders were consulted to ensure curriculum’s relevance to the working world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and Community Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities</td>
<td>Community, Personal, and Employee Development: Leads the community toward greater social, economic, and environmental sustainability</td>
<td>• Program’s main objective is to provide training for the workforce for entry and advancement</td>
</tr>
<tr>
<td>• To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general information services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others</td>
<td>• Maintains a healthy and safe learning environment that enhances student and employee growth and success</td>
<td>• Working with Ho‘ouluwehi gives access to community partnerships for hands on experience through internships and possible job placement</td>
</tr>
<tr>
<td>Diversity: By building upon Hawai‘i’s unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in</td>
<td>Culture and Appreciation: Perpetuates appreciation and understanding of Hawaiian culture and develops programs to support native Hawaiian students</td>
<td>• Program curriculum designed to support the development of additional community partnerships and student involvement in them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Program provides opportunity for an appreciated understanding of our place and the challenges we will face as an island state in the future</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Program designed to support upward career mobility and entry-level placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Working with the college administrators, faculty, and staff the program coordinators can facilitate educational forums for intellectual discussion of the issues on a community wide level growing leadership and civic engagement opportunities for students and giving the college the opportunity to showcase its work, talent, and leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Grows leaders able to make decisions and lead projects that will bring the community into the future</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Globally relevant curriculum</td>
</tr>
</tbody>
</table>
| | | • Use of Hawaiian traditional knowledge regarding sustainability will enhance the curriculum and expand students’ views,
Asia and the Pacific, UHCC students’ learning experiences will prepare them for the global workplace. Cultivates appreciation for artistic, intellectual, and technical pursuits. appreciation, and understanding of Hawaiian culture and the ways in which the knowledge is being used today regarding sustainability.

III. Program Organization Relative to Objectives

The curriculum organization of the proposed certificate program in Sustainability Science is designed to meet workforce needs as well as provide a transfer pathway to Maui College’s BAS in Sustainable Science Management and other 4-year UH programs. Kaua‘i CC is the only campus to propose such a certificate program. Other UHCC’s have certificates in sustainability related areas such as agriculture and construction, and UH Mānoa has a certificate in sustainable tourism.

The CA in Sustainability Science consists of 25-27 credits of sustainability concentration courses in the areas of water and waste, energy, affordable/ sustainable building technology, and food. Additionally, the general education requirements include courses in biological science, accounting/ finance, math, physical science, and written communication. Many of these courses fulfill general education requirements for Natural Sciences, Symbolic Reasoning, and Written Communication. Most of the courses are also included in the curriculum for Maui College’s BAS program, and can fulfill general education requirements for an AA or AS degree at KCC thereby leading a student to many different possible pathways in the UH system. See Table 3.1 for a detailed explanation of pathway to Maui College’s BAS program and general education fulfillment.

<table>
<thead>
<tr>
<th>Kaua‘i CC Sustainability Science Courses</th>
<th>Maui College Sustainability Science required course</th>
<th>Sustainability Science General Education required courses</th>
<th>Maui College General Education required courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSM 101- Introduction to the Science of Sustainability</td>
<td>Yes</td>
<td>Biological Science: BIOL 123/123L, BIOL 171/171L, BOT 101, BOT 130/130L, MICR 130/140, or SCI 121/122</td>
<td>Yes- A Biology course is required</td>
</tr>
<tr>
<td>SSM 110- Sustainable Water and Waste Management</td>
<td>No- However Maui colleagues expressed support in developing a lower level water course</td>
<td>Accounting/ Finance: ACC 124, ACC 125, ACC 201, or ENT 150</td>
<td>Yes- ACC 124 and 125 or ACC 201 is required</td>
</tr>
<tr>
<td>SSM 201- Sustainable Building Design, Construction, and Operations</td>
<td>Yes</td>
<td>Math: MATH 115 or MATH 140</td>
<td>Yes- MATH 115 and MATH 140 are required</td>
</tr>
<tr>
<td>ENRG 101-</td>
<td>Yes</td>
<td>Physical Science:</td>
<td>Yes- CHEM 151 is</td>
</tr>
<tr>
<td>Introduction to Sustainable Energy Technology</td>
<td>CHEM 151/151L or CHEM 162/162L</td>
<td>required</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>AG 103- Sustainable Agriculture Systems</td>
<td>No-Needed education on Kaua‘i for more self sufficiency regarding food production</td>
<td>Written Communication: ENG 100 or BUS 175</td>
<td>Yes- ENG 100 is required</td>
</tr>
<tr>
<td>AG 103b- Sustainable Farm Management</td>
<td>No- Needed business education for people interested in diversified farming</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are different pathways the student can take depending on whether he/she wishes to transfer, earn an AA or AS, or enter the workforce directly. A student who wishes to transfer would be able to earn the Certificate of Achievement or Certificate of Competence in Sustainability Science while fulfilling general education requirements for a desired major or solid transfer situation. Moreover, these certificates could be earned in addition to an AA or AS degree at Kaua‘i CC as well. If a student wishes to enter the workforce directly, there are different courses within the certificate program to choose from depending on which industry the student would like to work in. For example, a student interested in working in the wastewater industry should be encouraged to take BIOL 171, 171L, MATH 140, and CHEM 151/151L and choose SSM 110 as one of their Sustainability Science electives. Other industries are similar with different courses better aligning with needed knowledge and skills for the workforce. Our industry advisors have helped us to determine the best pathways for each particular industry. An advising sheet is the in the process of being designed for counselors to advise students in the best possible way.

The Certificate of Achievement curriculum consists of required and elective courses, totaling in 25-27 credits. Students would be required to take two sustainability courses, SSM 101- Introduction to Sustainability Science and ENRG 101- Introduction to Sustainable Energy Technology, as well as a choose one Biology course from the ones designated as appropriate. The student would then choose six more credits from Sustainability Science courses and choose one course from three of four categories in the General Education requirements. These categories include Accounting/ Finance, Chemistry, Math, and Written Communication. Depending on transfer, further educational, or workforce goals certain classes are recommended. For example, a student wanting to enter the workforce may choose to take BUS 175 Business Communication instead of ENG 100, but a student wanting to transfer or earn an AA or AS would need ENG 100. Advising sheets will help counselors to direct students.

The Certificate of Competence curriculum is 12 credits and consists of only sustainability courses. This certificate is designed for a student in a different field, and consists of introductory level concentration courses meant for those who wish to have a broad, basic understanding of different sustainability topics. If a Business student wanted to set himself or herself apart he/she might want to add the certificate to their degree. Culinary students may also want to use this option to set themselves apart in the job market. Additionally, professionals in the community who do not wish to take Chemistry, Math, and Biology classes but want to learn about sustainability for their workplace for either a pay grade bump or general knowledge of how to improve their business may want to earn the 12 credit Certificate of Competence. This certificate requires students to take
SSM 101, ENRG 101 and then choose six more credits from the remaining sustainability courses offered. It is also a stackable option for students who decide they would like to continue and earn the Certificate of Achievement in Sustainability Science and then possibly an AA or AS degree.

The general education courses for the Certificate of Achievement consist of 13-15 credits and are based on industry recommendations for needed workforce development knowledge as well as transferability to various programs. They consist of diversification and foundation courses, as well as other electives the student may wish to take to acquire important workforce skills or meet a desired educational goal. As explained earlier, the electives can be chosen and structured to meet different students’ needs and desires. The Certificate of Achievement is designed to meet workforce goals as well as provide students with the option to transfer or earn an AA or AS if they choose.

### IV. Program Enrollment

Kaua‘i Community College has never offered credit courses in sustainability; therefore exact data is not available. Maui College’s data on course and program enrollment is based on an island with similar demographics so their numbers are used as a comparison. The Office of Continuing Education (OCET) at Kaua‘i CC has offered non-credit course in sustainability topics such as aquaponics, apiary, sustainable building technology, and energy and these numbers have been averaged according to subject area and year. Maui College and OCET numbers are then averaged to calculate our projected enrollment. Table 4.1 and 4.2 give an overview of the past enrollment in OCET courses, Maui College courses, and projected enrollment for the Sustainability Science certificate programs. The increased enrollment in 2016/2017 is reflective of better knowledge of our program and possible online delivery thereby increasing the amount of students who could take the course.

<table>
<thead>
<tr>
<th>Table 4.1: Past OCET and Maui College Sustainability Courses Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Past OCET Courses</strong></td>
</tr>
<tr>
<td>Aquaponics</td>
</tr>
<tr>
<td>Apiary</td>
</tr>
<tr>
<td>Sustainable Building Technology</td>
</tr>
<tr>
<td>Energy</td>
</tr>
<tr>
<td><strong>Maui College</strong></td>
</tr>
<tr>
<td>Average class size</td>
</tr>
<tr>
<td>Average class size</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4.2: Projected Enrollment in Sustainability Science Certificate Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Year</strong></td>
</tr>
<tr>
<td>2015/2016</td>
</tr>
<tr>
<td>2016/2017</td>
</tr>
</tbody>
</table>

The certificate programs are designed to meet the needs of traditional students who are interested in learning more about sustainability, non-traditional students looking for a career-pathway, and professionals in the community who wish to learn more about their
industry and/or sustainability to increase their salary or better their workplace. For traditional students, the curriculum provides exciting and relevant information to a rapidly changing world and workforce, while giving an opportunity for workforce development as well as transfer or terminal AA/AS degrees. The later timing of classes and a curriculum designed to develop the needed skills to enter and advance in the workplace accommodates non-traditional students. Workforce professionals are also intended targets of this certificate program for many reasons including providing a locally available curriculum for advancement in the workplace and improving the sustainability of businesses on the island. The industry professionals consulted in the development of this program were direct in saying specific scientific, math, and sustainability knowledge is currently lacking in some of their employees. If employees did have the knowledge that can be gained from earning these proposed certificates, they could either move up in pay grade or if they are at entry level having these certificates can give them an edge over other candidates.

Currently, there is no available credit curriculum for sustainability related subject matter, and if students are interested they have to enroll in OCET courses, which financial aid does not cover, enroll in online courses, or learn on their own. Some available Kaua‘i CC courses have a sustainability or environmental component, but students are not able to learn specifically about different subject matters such as water and waste management, energy, affordable/sustainable building technology, and food system issues in detail nor earn a comprehensive certificate. This certificate program fills that niche and will produce graduates that are educated on the issues as well as able to lead projects that can make our communities more resilient.

The proposed certificate programs can offer a different range of educational opportunities to meet the needs of diverse students. This helps to keep human capital on our island and gives the opportunity for people on island to stay here while furthering their education. The courses are also open for anyone to enroll in as an elective or for personal development, and can help in increasing sustainability literacy on island.

V. Resource Requirements for Implementation and First Cycle of Operation

Kaua‘i CC currently has existing resources for Ho‘ouluwehi- The Sustainable Living Institute of Kaua‘i, and some of these resources such as the aquaponics and apiary lab will be utilized for the new certificate programs. This will minimize the need for additional resources for the first cycle of operation. Funding from a Department of Labor grant has given Kaua‘i CC the opportunity to hire a full time program coordinator to develop the program as well as source the needed supplies to start the program including a computer, printer, toner, supplies for the classroom, and various other needed items. Please see the cost and revenue table for more detailed information regarding the resource requirements for the initial program implementation and the first two years of program operation. The information is also detailed in the below paragraphs.

Enrollment (A) and Annual SSH (B): Enrollment was estimated based on past OCET enrollment in similar courses and Maui College 2013 UH Annual Report of Program Data. The Enrollment and Annual SSH for the first year are based on an estimate of 13 students.
taking 12 credits each semester and the second year 16 students taking 12 credits each semester.

**Instructional Cost without Fringe (C):** Kaua‘i CC currently has one limited term grant supported program coordinator with salary support provide by the Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. Starting in 2015, lecturer funds will have to support the needed instruction for the sustainability courses. We are not requesting a full time faculty position for this program, as lecturers will be used to teach the courses at this point.

**Other Personnel Costs (D):** Kaua‘i CC does not project any other personnel costs.

**Unique Program Costs (E):** Kaua‘i CC currently has many existing physical resources for the Sustainability Science program, as previously mentioned. Grant funding has also provided the initial supplies needed to get the program and staff running. Ongoing unique program costs are estimated supply costs.

**Tuition Revenue (G):** Tuition revenue was calculated based on the proposed University of Hawai‘i Tuition Schedule for UHCC's from 2012-2017.

**Instructional Cost with Fringe (K1):** These costs are based on the $5,000 per course paid to lecturers, multiplied by the FTE.

**Support Cost per SSH (L) and Total Campus Expenditure/ SSH (N):** These numbers were taken from the most recent UH Expenditure Study, fiscal year 2011-2012.

**The Comparable Cost/ SSH (O):** This was taken from the 2013 UH Annual Report of Program Data (ARPD), UH Maui College’s Sustainable Science Management program. The comparable cost reflects a lower cost/SSH at Kaua‘i CC than Maui College, as expected.
## Academic Cost and Revenue Template - New Program (Updated 09/06/11)

**ENTER VALUES IN YELLOW CELLS ONLY**

### CAMPUS/Program

<table>
<thead>
<tr>
<th>Kaua‘i CC/CA Sustainability Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provisional Years (2 yrs for Certificate)</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>2015-2016</td>
</tr>
</tbody>
</table>

### ENTER ACADEMIC YEAR (i.e., 2011-2012)

#### Students & SSH

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Headcount enrollment (Fall)</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>B. Annual SSH</td>
<td>312</td>
<td>384</td>
</tr>
</tbody>
</table>

### Direct and Incremental Program Costs Without Fringe

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Instructional Cost without Fringe</td>
<td>$25,000</td>
<td>$25,000</td>
</tr>
<tr>
<td>C1. Number (FTE) of FT Faculty/Lecturers</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C2. Number (FTE) of PT Lecturers</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>D. Other Personnel Costs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>E. Unique Program Costs</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>F. Total Direct and Incremental Costs</td>
<td>$26,000</td>
<td>$26,000</td>
</tr>
</tbody>
</table>

### Revenue

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Tuition</td>
<td>$38,064</td>
<td>$49,920</td>
</tr>
<tr>
<td>H. Other</td>
<td>$122</td>
<td>$130</td>
</tr>
<tr>
<td>I. Total Revenue</td>
<td>$38,064</td>
<td>$49,920</td>
</tr>
</tbody>
</table>

### J. Net Cost (Revenue)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(12,064)</td>
<td>(23,920)</td>
<td></td>
</tr>
</tbody>
</table>

### Program Cost per SSH With Fringe

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Instructional Cost with Fringe/SSH</td>
<td>$84</td>
<td>$68</td>
</tr>
<tr>
<td>K1. Total Salary FT Faculty/Lecturers</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>K2. Cost Including Fringe of K1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>K3. Total Salary PT Lecturers</td>
<td>$25,000</td>
<td>$25,000</td>
</tr>
<tr>
<td>K4. Cost Including fringe of K3</td>
<td>$26,250</td>
<td>$26,250</td>
</tr>
<tr>
<td>L. Support Cost/SSH</td>
<td>$402</td>
<td>$402</td>
</tr>
<tr>
<td>Non-Instructional Exp/SSH</td>
<td>$339</td>
<td>$339</td>
</tr>
<tr>
<td>System-wide Support/SSH</td>
<td>$63</td>
<td>$63</td>
</tr>
<tr>
<td>Organized Research/SSH</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>M. Total Program Cost/SSH</td>
<td>$486</td>
<td>$470</td>
</tr>
<tr>
<td>N. Total Campus Expenditure/SSH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Instruction Cost with Fringe per SSH

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Instructional Cost/SSH</td>
<td>$84</td>
<td>$68</td>
</tr>
<tr>
<td>O. Comparable Cost/SSH</td>
<td>$260</td>
<td>$260</td>
</tr>
</tbody>
</table>

Program used for comparison.

**Reviewed by campus VC for Administrative Affairs:** (signature and date)

Brandon Shimokawa  
6/9/14
VI. Program Efficiency

The certificate programs in Sustainability Science are making use of an already established infrastructure provided by Ho‘ouluwehi- The Sustainable Living Institute of Kau‘ai and generous donors. Federal grants are also being utilized to pay the coordinator of the program and purchase start up supplies. The program is also utilizing courses already in existence at Kaua‘i CC and Maui College to fulfill general education and content area courses. Additionally, the program coordinator will work towards getting diversification and writing intensive designations to increase enrollment in the courses as well as increase sustainability literacy.

The program’s efficiency will also be supported by the UH system faculty in support of sustainability curriculum as well as colleagues on Maui’s campus who have already been a large supporter of our efforts and increased our program’s efficiency tremendously. The program coordinator, along with the director of Ho‘ouluwehi will continue working with industry partners to develop and grow our already existing infrastructure that supports students gaining hands on experience through the form of internships and living wage jobs. In the future, research opportunities could be cultivated in order to give students an opportunity to work in the field to discover and test new systems and ideas, furthering students’ practical understanding of their field.

VII. Program Effectiveness

The Sustainability Science program effectiveness will be measured in several ways. Student achievement data, the Annual Program Review Update, and assessment of program and student learning outcomes by appropriate assessment measures such as student work on assignments, tests and projects (please see Appendix D for specific matching of PSLOs to courses) will all measure the program’s effectiveness. Certificates awarded, job placement, promotions, further degrees earned, transfer rates, and successful four year degree earnings will also help us to evaluate if our program has been successful or not.

Our industry partners will also help us to evaluate our program effectiveness and the continuing relevance of our program and courses to the workforce’s changing needs. Additionally, we will have these partners review our PSLOs on an annual basis to ensure these outcomes remain relevant to workforce requirements. These industry partners are experts and leaders in their fields. Their involvement in our program is a very important piece of its overall effectiveness and relation to real world needs.
VIII. References


IX. Appendices

Appendix A: Sustainability Science Curriculum

**Table A.1: Curriculum for Certificate of Achievement in Sustainability Science**

<table>
<thead>
<tr>
<th>Sustainability Science Required Core Content Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSM 101- Introduction to the Science of Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 101- Introduction to Sustainable Energy Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Sustainability Science Electives (Choose six credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG 103- Sustainable Agriculture Systems (2) <strong>and</strong> AG 103B Sustainable Farm Management (1)</td>
<td>6</td>
</tr>
<tr>
<td>HORT 200- Introduction to Horticulture (3)</td>
<td>3</td>
</tr>
<tr>
<td>SSM 110- Sustainable Water and Waste Management (3)</td>
<td>3</td>
</tr>
<tr>
<td>SSM 201- Sustainable Building Design, Construction, and Operations (3)</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Education Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td>4-5</td>
</tr>
<tr>
<td>BIOL 123/123L (4), BIOL 171/171L (4), BOT 101 (4), BOT 130/130L (4), MICR 130/140 (5), or SCI 121/121L (4)</td>
<td>4-5</td>
</tr>
</tbody>
</table>

**General Education Electives (Choose 9-10 credits)**

*(no more than four credits from any one category)*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Accounting/Finance</td>
<td>9-10</td>
</tr>
<tr>
<td>ACC 124 (3), ACC 125 (3), ACC 201 (3), or ENT 150 (3)</td>
<td>9-10</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Requirement</th>
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<tbody>
<tr>
<td>Math</td>
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</tr>
<tr>
<td>MATH 115 (3) <strong>or</strong> MATH 140 (3)</td>
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<tbody>
<tr>
<td>Physical Science</td>
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</tr>
<tr>
<td>CHEM 151/151L (4) <strong>or</strong> CHEM 162/162L (4)</td>
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<tbody>
<tr>
<td>Written Communication</td>
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<tr>
<td>ENG 100 (3) <strong>or</strong> BUS 175 (3)</td>
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**Total** | **25-27** |
<table>
<thead>
<tr>
<th>Sustainability Science Required Core Content Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SSM 101- Introduction to the Science of Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>ENRG 101- Introduction to Sustainable Energy Technology</td>
<td>3</td>
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**Sustainability Science Electives (Choose six credits)**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tr>
<td>AG 103- Sustainable Agriculture Systems (2) and AG 103B Sustainable Farm Management (1)</td>
<td>6</td>
</tr>
<tr>
<td>HORT 200- Introduction to Horticulture (3)</td>
<td></td>
</tr>
<tr>
<td>SSM 110- Sustainable Water and Waste Management (3)</td>
<td></td>
</tr>
<tr>
<td>SSM 201- Sustainable Building Design, Construction, and Operations (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
A.3: Course Descriptions for Sustainability Science Curriculum

AG 103- Sustainable Agriculture Systems
This course explores sustainable agriculture systems in Kaua‘i, Hawai‘i, and the world. It compares various sustainable models and examines various sectors of production agriculture and related agribusinesses in Hawai‘i. Field trips to farms, processors, and wholesalers will complement the course.

AG 103B- Sustainable Farm Management
This course covers business and regulation aspects, available resources, and collaborative opportunities for farmers. Students will learn through guest speakers, lectures, readings, and business planning.

ENRG 101- Introduction to Sustainable Energy Technology
This course introduces alternative methods for meeting long-term energy needs, identifies and explores local resources including demand-side management of conventional gas and electric power and sustainable energy sources such as solar, wind, biomass, small hydroelectricity, geothermal, ocean thermal energy conversion, and alternative transportation fuel options.

SSM 101- Introduction to Sustainability Science (3)
This course introduces the science of sustainability including vocabulary and basic concepts in green building, water and wastewater, waste management, food and agriculture, sustainable land use and planning, unique dimensions to island sustainability, transportation, sustainable materials choices and supply chains, energy efficiency, and policy strategies.

SSM 110- Sustainable Water and Waste Management (3)
This course explores water, wastewater, and waste management challenges and solutions, with an emphasis regarding issues specific to Hawai‘i. It also examines the sustainable operational management of water, wastewater, and waste systems.

SSM 201- Sustainable Building Design, Construction, and Operations
This course introduces principles of green building design and operations, including site planning and zoning, construction practices, energy efficiency, economics of green building, benefits and barriers, and the LEED rating system.
June 20, 2013

Eric Knutzen, Executive Director
Ho'ouluwehi – The Sustainable Living Institute of Kauai
UH Kauai Community College
3-1901 Kaumualii Highway
Lihue, HI 96766-9591

To Whom It May Concern:

I am pleased to support Ho'ouluwehi's development of Sustainable Living courses and certificates at Kauai Community College (KCC).

The mission of Ho'ouluwehi to provide programs to help prepare graduates to lead more sustainable lives fits very well with our own ambitions here at our workplace. Furthermore, we believe that the merits of having taken sustainability courses and potentially even earning certificates from the Sustainable Living Program will be seen positively in our recruitment of new employees as well as with respect to our ongoing training of our current workforce.

Beyond our own recruitment needs, we do understand that offering sustainability courses at KCC will allow residents of Kauai to actively participate in making Kauai a more sustainable place. This could potentially lead to additional meaningful employment on Kauai for Kauaians.

In conclusion, we fully support the efforts to introduce certificates within a full-fledged sustainable living program within the Ho'ouluwehi Institute at KCC. We're convinced that these programs will help to train and educate residents of Kauai and Hawaii regarding critical sustainability issues to ultimately benefit our islands, our residents, and employers- by providing a more educated and trained citizen base and workforce.

Sincerely,

[Signature]

DOUG SEARS
General Manager

GRAND HYATT KAUAI RESORT & SPA
1571 Poipu Road
Koloa, Kauai, HI 96756 USA
grandhyattkauai.com
grand.hyatt.com

+1 808 742 1234 TELEPHONE
+1 808 742 6391 FAX
doug.sears@hyatt.com
April 19, 2013

Eric Knutzen, Executive Director
Ho'ouluwehi – The Sustainable Living Institute of Kauai
UH Kauai Community College
3-1901 Kaumualii Highway
Lihue, HI 96766-9591

To Whom It May Concern:

I am pleased to support Ho’ouluwehi’s development of Sustainable Living courses and certificates at Kauai Community College (KCC).

The mission of Ho’ouluwehi, to provide programs to help prepare graduates to lead more sustainable lives, fits very well with our ambitions at KCC. We support the inclusion of our courses in the program, as it promotes interdisciplinary understanding of sustainability. Furthermore, we believe that employers on the island will see the merits of having taken sustainability courses and potentially even earning certificates from the Sustainable Living Program positively. We trust that the addition of the courses and certificates to KCC’s offerings will highlight the university’s efforts it is making in the way of sustainability and training students in this new and quickly growing field.

We understand that offering sustainability courses at KCC will allow residents of Kauai to actively participate in making Kauai a more sustainable place. This could potentially lead to additional meaningful employment on Kauai for Kauaians.

In conclusion, we fully support the efforts to introduce certificates within a full-fledged sustainable living program within the Ho’ouluwehi Institute at KCC. We’re convinced that these programs will help to train and educate residents of Kauai and Hawaii regarding critical sustainability issues to ultimately benefit our islands, our residents, and employers- by providing a more educated and trained citizen base and workforce.

Sincerely,

Tim Stuck
Special Projects Coordinator/RCUH
timstuck@hawaii.edu
808-245-8395
Appendix B: Letters of Support

Business Education

February 25, 2014

University of Hawai‘i--Kaua‘i Community College
3-1901 Kaumuali‘i Highway
Līhu‘e, Hawai‘i 96766-9591

To Whom It May Concern:

I am pleased to support the development of Sustainability Science courses and certificate program at Kaua‘i Community College (KCC).

The Business Education division can support additional students in their courses and programs. Additionally, we support the inclusion of our courses in the program, as it promotes interdisciplinary understanding of sustainability.

We fully support the efforts to introduce a Sustainability Science certificate program at KCC. We agree this program will help to train and educate residents of Kaua‘i and Hawai‘i regarding critical sustainability issues to ultimately benefit our islands, our residents, and employers.

Sincerely,

[Signature]

Patricia (Pat) McGrath, B.Ed., M.A., P.G.D.
Associate Professor
Business Education Division Chair
January 30, 2013

Dr. Clyde Sakamoto, Chancellor  
University of Hawai'i Maui College  
310 Ka'ahumanu Avenue  
Kahului, HI 96732-1617

Dear Dr. Sakamoto:

Re: TAACCCT Grant TC 23786-12-60-A-15 – Sustainability Industry - Non-Credit Program Offering

We are an employer in the Sustainability Industry on the island of Kauai. We have been and will continue to be actively engaged with our Community College and neighbor island Community Colleges in identifying the necessary skills and competencies for the non-credit programs to be offered locally either directly or by distance learning.

Because our communities are rural in nature, our workforce will benefit from non-credit training programs offered through the University of Hawai‘i Community College system. We anticipate that these training programs will either result in the placement of workers into the workforce or will elevate incumbent workers to a higher wage status. The Community Colleges have a track record of success in developing non-credit training programs that are flexible to meet the demands of our small economies and we are look forward to working with them with respect to our industry needs.

Unlimited Construction Services, Inc. is currently working with the developer of the Hanalei Plantation Resort that will be implementing sustainability programs and designs into their resort. Unlimited also recently submitted a proposal to the County of Kauai for their Lihue Rice Camp Senior Housing that included a Sustainable Learning Center. All these Kauai sustainable projects could benefit from the education that KCC provides and ultimately help provide work to those students who take these courses.

As part of our engagement with the Colleges, we will undertake to assist with curriculum development and program design as well as provide resources to support education/training such as internships or other work-based learning activities. We are committed to hiring qualified participants from the Sustainability programs.

Yours truly,

Jay Manzano  
President

UNLIMITED CONSTRUCTION SERVICES, INC.
February 4, 2013

Dr. Clyde Sakamoto, Chancellor
University of Hawai‘i Maui College
310 Ka‘ahumanu Avenue
Kahului, HI 96732-1617

Dear Dr. Sakamoto:

Re: TAACCCT Grant TC 23786-12-60-A-15 – Sustainability Industry - Non-Credit Program Offering

We are an employer in the Sustainability Industry on the island of Kauai. We have been and will continue to be actively engaged with our Community College and neighbor island Community Colleges in identifying the necessary skills and competencies for the non-credit programs to be offered locally either directly or by distance learning.

Because our communities are rural in nature, our workforce will benefit from non-credit training programs offered through the University of Hawai‘i Community College system. We anticipate that these training programs will either result in the placement of workers into the workforce or will elevate incumbent workers to a higher wage status. The Community Colleges have a track record of success in developing non-credit training programs that are flexible to meet the demands of our small economies and we are look forward to working with them with respect to our industry needs.

As part of our engagement with the Colleges, we will undertake to assist with curriculum development and program design as well as provide resources to support education/training such as internships or other work-based learning activities. We are committed to hiring qualified participants from the Sustainability programs.

Yours truly,

Wayne A. Katayama
President
February 4, 2013

Dr. Clyde Sakamoto, Chancellor  
University of Hawai’i Maui College  
310 Ka‘ahumanu Avenue  
Kahului, HI 96732-1617

Dear Dr. Sakamoto:

Re: TAACCCCT Grant TC 23786-12-60-A-15 — Sustainability Industry - Non-Credit Program Offering

We are an employer in the Sustainability Industry on the island of Kauai. We have been and will continue to be actively engaged with our Community College and neighbor Island Community Colleges in identifying the necessary skills and competencies for the non-credit programs to be offered locally either directly or by distance learning.

Because our communities are rural in nature, our workforce will benefit from non-credit training programs offered through the University of Hawai‘i Community College system. We anticipate that these training programs will either result in the placement of workers into the workforce or will elevate incumbent workers to a higher wage status. The Community Colleges have a track record of success in developing non-credit training programs that are flexible to meet the demands of our small economies and we are looking forward to working with them with respect to our Industry needs.

As part of our engagement with the Colleges, we will undertake to assist with curriculum development and program design as well as provide resources to support education/training such as Internships or other work-based learning activities. We are committed to hiring qualified participants from the Sustainability programs.

Yours truly,

Sarah Styan, PhD  
Senior Research Manager
January 31, 2013

Dr. Clyde Sakamoto, Chancellor
University of Hawai‘i Maui College
310 Ka‘ahumanu Avenue
Kahului, HI 96732-1617

Re: TAACCCT Grant TC 23786-12-60-A-15 – Sustainability Industry - Non-Credit Program Offering

Dear Dr. Sakamoto:

We are an employer in the Sustainability Industry on the island of Kauai. We have been and will continue to be actively engaged with our Community College and neighbor island Community Colleges in identifying the necessary skills and competencies for the non-credit programs to be offered locally either directly or by distance learning.

Because our communities are rural in nature, our workforce will benefit from non-credit training programs offered through the University of Hawai‘i Community College system. We anticipate that these training programs will either result in the placement of workers into the workforce or will elevate incumbent workers to a higher wage status. Community Colleges have a track record of success in developing non-credit training programs that are flexible to meet the demands of our small economies, and we look forward to working with them with respect to our industry’s needs.

As part of our engagement with the Colleges, we will undertake to assist with curriculum development and program design, as well as provide resources to support education/training such as internships or other work-based learning activities. We are committed to hiring qualified participants from the Sustainability programs.

Sincerely,

Chipper Wichman
Director and Chief Executive Officer

3530 Papalina Road, Kalaheo, Kauai, Hawaii  TEL: (808) 332-7324   FAX: (808) 332-9765
Feb. 4, 2013

Dr. Clyde Sakamoto, Chancellor
University of Hawai‘i Maui College
310 Ka‘ahumanu Avenue
Kahului, HI 96732-1617

Dear Dr. Sakamoto:

Re: TAACCCT Grant TC 23786-12-60-A-15 – Sustainability Industry - Non-Credit Program Offering

We are an employer in the Sustainability Industry on the island of Kauai. We are building the Biomass Power Plant in Koloa, about 4 miles from the College Campus on Kauai. We have been and will continue to be actively engaged with our Community College and neighbor island Community Colleges in identifying the necessary skills and competencies for the non-credit programs to be offered locally either directly or by distance learning.

Because the community where the project is located is rural in nature, our workforce will benefit from non-credit training programs offered through the University of Hawai‘i Community College system. We anticipate that these training programs will either result in the placement of workers into our labor pool or will elevate current workers to a higher wage status. The Community Colleges have a track record of success in developing non-credit training programs that are flexible to meet the demands of our small economies and we are look forward to working with them with respect to our industry needs.

As part of our engagement with the Colleges, we will undertake to assist with curriculum development and program design as well as provide resources to support education/training such as internships or other work-based learning activities. We are committed to hiring qualified participants from the Sustainability programs.

Yours truly,

Dan Bodell
Hawaii Operations Director
August 5, 2013

Eric Knutzen, Executive Director
Ho'ouluwehi – The Sustainable Living Institute of Kauai
UH Kauai Community College
3-1901 Kaumualii Highway
Lihue, HI 96766-9591

To Whom It May Concern:

I am pleased to support Ho'ouluwehi’s development of Sustainable Living courses and certificates at Kauai Community College (KCC).

The mission of Ho'ouluwehi, to provide programs to help prepare graduates to lead more sustainable lives, fits very well with our ambitions at KCC. We support the inclusion of our courses in the program, as it promotes interdisciplinary understanding of sustainability. Furthermore, we believe that employers on the island will see the merits of having taken sustainability courses and potentially even earning certificates from the Sustainable Living Program positively. We trust that the addition of the courses and certificates to KCC’s offerings will highlight the university’s efforts it is making in the way of sustainability and training students in this new and quickly growing field.

We understand that offering sustainability courses at KCC will allow residents of Kauai to actively participate in making Kauai a more sustainable place. This could potentially lead to additional meaningful employment on Kauai for Kauaians.

In conclusion, we fully support the efforts to introduce certificates within a full-fledged sustainable living program within the Ho'ouluwehi Institute at KCC. We’re convinced that these programs will help to train and educate residents of Kauai and Hawaii regarding critical sustainability issues to ultimately benefit our islands, our residents, and employers- by providing a more educated and trained citizen base and workforce.

Sincerely,

Timothy A. Stark, MBA, MA
January 31, 2013

Dr. Clyde Sakamoto, Chancellor
University of Hawai‘i Maui College
310 Ka‘ahumanu Avenue
Kahului, HI 96732-1617

Dear Dr. Sakamoto:

Re: TAACCCT Grant TC 23786-12-60-A-15 – Sustainability Industry - Non-Credit Program Offering

We are an employer in the Sustainability Industry on the island of Kauai. We have been and will
continue to be actively engaged with our Community College and neighbor island Community Colleges in
identifying the necessary skills and competencies for the non-credit programs to be offered locally
either directly or by distance learning.

Because our communities are rural in nature, our workforce will benefit from non-credit training
programs offered through the University of Hawai‘i Community College system. We anticipate that
these training programs will either result in the placement of workers into the workforce or will elevate
incumbent workers to a higher wage status. The Community Colleges have a track record of success in
developing non-credit training programs that are flexible to meet the demands of our small economies
and we are look forward to working with them with respect to our industry needs.

As part of our engagement with the Colleges, we will undertake to assist with curriculum development
and program design as well as provide resources to support education/training such as internships or
otherwork-based learning activities. We are committed to hiring qualified participants from the
Sustainability programs.

Yours truly,

Dean Briggs
Owner
31 January, 2013

Dr. Clyde Sakamoto, Chancellor
University of Hawai‘i Maui College
310 Ka‘ahumanu Avenue
Kahului, HI 96732-1617

Dear Dr. Sakamoto:

Re: TAACCCT Grant TC 23786-12-60-A-15 – Sustainability Industry - Non-Credit Program Offering

We are an employer in the Sustainability Industry on the island of Oahu. We have been and will continue to be actively engaged with our Community College and neighbor island Community Colleges in identifying the necessary skills and competencies for the non-credit programs to be offered locally either directly or by distance learning.

Because our communities are rural in nature, our workforce will benefit from non-credit training programs offered through the University of Hawai‘i Community College system. We anticipate that these training programs will either result in the placement of workers into the workforce or will elevate incumbent workers to a higher wage status. The Community Colleges have a track record of success in developing non-credit training programs that are flexible to meet the demands of our small economies and we look forward to working with them with respect to our industry needs.

As part of our engagement with the Colleges, we will be happy to assist with curriculum development and program design as well as provide resources to support education/training such as internships or other work-based learning activities. We’d be happy to help where we can and we are committed to hiring qualified participants from Sustainability programs.

Yours truly,

Hersh Singer
Chairman
January 31, 2013

Dr. Clyde Sakamoto, Chancellor
University of Hawai‘i Maui College
310 Ka‘ahumanu Avenue
Kahului, HI 96732-1617

Dear Dr. Sakamoto:

Re: TAACCCT Grant TC 23786-12-60-A-15 – Sustainability Industry - Non-Credit Program Offering

We are a community based organization on the island of Kauai. We have been and will continue to be actively engaged with our Community College and neighbor island Community Colleges in identifying the necessary skills and competencies for apiary programs and development to support sustainable agriculture, enhance apiary production of honey, queen rearing and assorted value added products or services for our community. The work with the non-credit programs that are offered locally either directly or by distance learning has been invaluable in building capacity for local beekeepers, enhance apiary skills and management and most importantly develop new apiaries around the island with trained and skilled beekeepers.

As our community is rural in nature, our workforce has greatly benefited from the non-credit training programs offered through the apiary development classes offered by KCC’s OCET programs. We anticipate that these training programs will continue to result in the placement of apiarists into the workforce to increase honey production on Kauai’s as well as provide pollination services for sustainable agriculture operations. The KCC OCET program has a track record of success in developing non-credit training opportunities that are flexible and affordable to meet the demands of our small rural economy and we look forward to working with them with respect to our industry needs.

As part of our engagement with KCC, we will continue to assist with curriculum development and program design as well as provide resources to support education/training such as internships or other work-based learning activities. We are committed to placing qualified participants from these programs into apiaries around Kauai to benefit farmers, honey producers, queen breeders and pollination service providers in the agricultural community.

Sincerely,

James G Trujillo
President, Kauai Beekeepers Association
January 29, 2013

Dr. Clyde Sakamoto, Chancellor
University of Hawai‘i Maui College
310 Ka‘ahumanu Avenue
Kahului, HI 96732-1617

Dear Dr. Sakamoto:

Re: TAACCCT Grant TC 23786-12-60-A-15 – Sustainability Industry - Non-Credit Program Offering

We are an employer in the Sustainability Industry on the island of Kauai. We have been and will continue to be actively engaged with our Community College and neighbor island Community Colleges in identifying the necessary skills and competencies for the non-credit programs to be offered locally either directly or by distance learning.

Because our communities are rural in nature, our workforce will benefit from non-credit training programs offered through the University of Hawai‘i Community College system. We anticipate that these training programs will either result in the placement of workers into the workforce or will elevate incumbent workers to a higher wage status. The Community Colleges have a track record of success in developing non-credit training programs that are flexible to meet the demands of our small economies and we are look forward to working with them with respect to our industry needs.

As part of our engagement with the Colleges, we will undertake to assist with curriculum development and program design as well as provide resources to support education/training such as internships or other work-based learning activities. We are committed to hiring qualified participants from the Sustainability programs.

Yours truly,

Steven J. Lupkes
Research Station Manager
About Central College:

CENTRAL COLLEGE is a residential liberal arts college dedicated to the education of 1400 undergraduate students. Guided by its ecumenical Christian tradition, the college community engages in vigorous, free, open inquiry in pursuit of academic excellence. Founded in 1853, the college is affiliated with the Reformed Church in America and NCAA Division III athletics. Central is a recognized leader in study abroad as a result of its international, residential programs. Central College is located in Pella, Iowa, a thriving community of 10,000 two minutes from the state’s largest lake and 40 minutes southeast of Des Moines. Please visit the college website at www.central.edu.

Job Description:

TERMS OF EMPLOYMENT: This is a 12-month administrative appointment responsible to the Associate Dean for Curriculum and Faculty Development with responsibilities for the development, coordination and primary oversight of sustainability education at Central College. Position start date: 1 July 2014

Central College has been a decades-long regional leader in sustainability education, a value that is integrated into the fabric of student experience and includes a graduation requirement for all students in global sustainability with a developmental learning goal for all students to learn and foster habits of sustainability that is intentionally integrated across the campus and with national recognition as a “green” campus and for multiple LEED-certified buildings that are also used as educational tools for students. The commitment of faculty, students, and staff is deep and long standing. We are now in a position to move forward with this presidential initiative under the leadership of a newly created position of Director of Sustainability Education who will serve as a full-time, dedicated resource person, driver of systemic change, coordinator of campus efforts, and monitor (and therefore community educator) of consumption.
RESPONSIBILITIES: The Director of Sustainability Education will have primary responsibility for the development, coordination and primary oversight of sustainability education at Central College. Working collaboratively with a campus Sustainability Education Advisory Committee, the Director will regularly inventory and evaluate our current campus-wide sustainability performance in a manner that enables projects to link to global sustainability courses, collaborative research, facilities projects, and student-led initiatives. The Director will lead the assessment of the effectiveness of the developmental learning outcome in sustainability education and work with the Director of Institutional Research on program assessment and analysis. In collaboration with the Senior Leadership Team and the Sustainability Education Advisory Committee, the Director will develop and lead the implementation of a comprehensive, coordinated multi-year strategic plan for Central College in the area of Sustainability Education. The Director will monitor and report progress toward campus sustainability goals, including preparation of greenhouse gas inventories and actions to attain climate neutral operations in collaboration with Facilities Planning and Management. The Director will have the opportunity to teach up to two courses per year, partner with the Associate Dean for Curriculum and Faculty Development in the development and support of a robust summer undergraduate research program in sustainability research and develop and co-facilitate summer faculty development workshops in sustainability education. The Director will also engage and coordinate projects and programs that engage students with the organic garden, facilities projects, community service projects, and other activities for experiential learning.

Requirements:

QUALIFICATIONS: The successful candidate will have a Master's degree (Ph.D. preferred) in environmental management, environmental policy, environmental economics, environmental science, or related field with a minimum of five years of professional work experience in the field of sustainability education.

Also required:

- Excellent interpersonal and public relations skills and ability to work effectively with students, faculty and staff.
- Database experience and proficiency with Microsoft Office
- Strong organizational skills and attention to detail
- Commitment to the value and mission of a liberal arts education.

Application Instructions:

To apply for this position please click the 'apply now' button. Review of applications will begin 1 May and continue until the position is filled. Please submit the following materials online:

PROJECT COORDINATOR/SUSTAINABILITY ASSOC
Chula Vista, CA

JOB DESCRIPTION

The foundation for Our Company’s success is our culture, which we refer to as “The Our Company Way.” It is built around collaboration, knowledge sharing, passion for our work, dedication to our employees, and commitment to our clients – values that are easy to say, but which Our Company delivers daily. We are very picky about whom we hire; they not only need to be the best at what they do, but they also need to be a good cultural fit. We encourage all employees to ask questions, make suggestions, voice concerns, and share ideas with each other and with management. Our Company Insight is our proprietary “brain trust” in which all our latest best practices, methodologies, proven techniques, tools, and client experiences are stored and shared. Our Company Insight makes it possible for an individual consultant to access the knowledge of hundreds of experts who have “been there, done that” and have learned what works best.

This position will participate in construction sustainability (LEED Green) cost control activities by seeking alternative designs, review documents for compliance with standards and site conditions and maintain interface with client and internal business units. He/she will assist the Senior Director, Construction during the construction process on an as needed basis.

Key Competencies
* Thorough knowledge of design process and ability to lead.
* Strong project management skills including design, construction, schedule, occupancy and budget control. This includes: Interfacing with clients to define project requirements and establish project work plan and deadlines; Creating persuasive presentations that meet the project’s objectives; Qualifying consultants and contractors by reviewing bids and related documents; Facilitating client meetings regarding project matters; Representing the client with architects, vendors, consultants, and regulatory agencies; Overseeing consultants and contractors
* Ability to develop and maintain successful customer relations and ensure the smooth integration and delivery of projects
* Ability to set and be accountable for department deadlines
* Capability and willingness to perform periodic inspections of job site conditions and project progress, which might result in temporary exposure to unsafe conditions (i.e. climbing stairs and ladders to access areas throughout off-site properties and superblock campus, accessing roofs, inspecting mechanical equipment rooms and electrical rooms)
* Advanced analytical and quantitative skills;
* Attention to detail
* Intermediate skills with Microsoft Office Suite

Qualities:
* Strong communications skills and relationship-building skills.
* Ability to comprehend, analyze, and interpret complex business documents

https://www.smartrecruiters.com/CarBallnc/76876353-project-coordinator-sustainability-assoc
* Ability to respond effectively to the most sensitive issues
* Ability to write reports, manuals, speeches and articles using distinctive style
* Ability to make effective and persuasive presentations on complex topics to employees, clients, top management and/or public groups
* Ability to motivate and negotiate effectively with employees and client groups to take desired action.
* Knowledge of financial terms and principles, and ability to conduct complex financial/business analysis including the preparation of complex reports, as well as to prepare and manage project/departmental budgets
* Good judgment and reasoning ability, enabling problem solving with a variety of options in varying situations. Ability to take initiative and make decisions with in-depth understanding and interpretation of procedures, company policies and business practices to achieve complex results.

Job Requirements

Experience
* 1 to 3 years experience in project management
* 1 to 3+ years construction managerial experience
* Experience in related fields LEED Construction Sustainability
* HS Diploma/GED

We also hold an annual employee Summit, during which employees gather to network with colleagues and learn more about the industry. It is an extremely popular event. See the press release on this year's Summit. All Our Company employees are expected to maintain the highest standards of business ethics. They are also expected to be client focused, have a positive attitude, excellent interpersonal skills, and the ability to work well on a team or independently. If you are hired as a consultant, you are expected to travel most weeks, spending Monday through Thursday at the client's site. When possible, consultants work remotely from their home offices.
11037 - Associate Director of Sustainability, Capital Planning and Facilities

Job Summary: Supports the Director of Sustainability in the creation of the Living Learning Lab (LLL)*; and directs and manages both the LLL program as well as associated co-curricular programs including the Sustainability Internship Program and the Sustainability Peer Educator Program.

With the LLL program the Associate Director will interact with academic and operational programs, external stakeholders (in collaboration with the Office of Engagement), faculty, staff, students and student organizations, and community members. Additionally, engages in long-range planning efforts; and co-facilitates connections and collaborations with departments, schools and offices to support new LLL project development.

The Sustainability Internship Program duties will include: planning and intern project development; program development and evaluation; direct mentorship, management, and scheduling of 6 out of 18 interns; and curriculum development for seminar, hiring, evaluation, time management, and symposia.

The Sustainability Peer Educator Program duties will include: recruitment, hiring, training, and managing of a coordinator; and evaluation and program improvement. Additionally, the Associate Director will direct and manage two other employees in the office including the SPEA Service Corps Fellow and the Advocate for Community Engagement Cox Scholar.

Qualifications: Review your qualifications prior to applying to ensure that you meet the minimum qualifications for the position. Resume and cover letter required.

REQUIRED: Bachelor’s degree in environmental or sustainability sciences, education, policy or related field and three years of experience implementing sustainability programs, or programs in a related field such as environmental education or environmental resource management with relevant leadership expertise.

Possess an understanding of sustainability theory, including issues of environmental integrity, economic vitality and social equity, as well as local, national, and global sustainability.
initiatives and best practices. Proven ability to develop and execute new programs within an institutional setting and an understanding of how to institutionalize new sustainability efforts.

Excellent interpersonal, verbal, and written communication skills necessary to interact with a wide variety of individuals; and adept at presentations and public speaking. Skill in application of principles and practices of effective leadership, organizational change management, and supervision. Demonstrated team building, relationship building, and networking skills; and superior problem solving and analytical skills

Preferred: Masters or PhD and five years of experience in one or more of the above areas

Other: *The Living Learning Lab (LLL) engages external (local, regional, state and national) and campus stakeholders (students, faculty and staff) in innovative research and teaching partnerships focused on complex global sustainability issues in local contexts. An LLL partnership utilizes world-class faculty researchers, engages Indiana University students in hands-on, career-applicable learning activities, and directly supports the work of external stakeholders and operational staff in solving some of the most pressing sustainability issues facing Indiana.

Applications accepted until May 29, 2014, or until position is filled.

You must be logged in to apply.

Indiana University is an equal employment opportunity/equal access/affirmative action employer and a provider of ADA services.
Read our Privacy Notice.
The EKU Office of Sustainability seeks a graduate assistant for the 2014-2015 academic year to encourage environmental stewardship and promote campus sustainability efforts by developing sustainability standards and policies for the University, collaborating with others to implement approved project plans, and fostering a campus-wide culture of environmental mindfulness. The GA reports to the Office of Sustainability Director, and also has regular contact with Facilities Services staff. The GA is responsible for planning and organizing events, overseeing publicity—including print and social media—and other duties as directed.

Contact Person: Alice Jones (alice.jones@eku.edu)
Minimum Licensure/Certification Qualifications:

Minimum Educational Qualifications: Bachelors Degree, Enrolled in Graduate School at EKU

Minimum Experience Qualifications:

Qualification Equivalencies: No equivalencies.

Desired Qualifications

While major is open, preference will be given to students whose research and academic goals are compatible with the mission of the Office of Sustainability (see www.green.eku.edu)

A COVER LETTER IS REQUIRED that CLEARLY describes the applicant’s academic and research goals and the linkage between those goals and the mission and activities of the Office of Sustainability.

Special Instructions to Applicants

Documents you may attach when applying for this position: Schedule of Availability

Documents you must attach when applying for this position: Resume

Cover Letter

Additional Information: Position may require occasional work on evenings and weekends.

Background Check:

Offers of employment are contingent upon satisfactory background check.

Eastern Kentucky University is an EEO/AA institution that values diversity in its faculty, staff, and student body. In keeping with this commitment, the University welcomes applications from diverse candidates and candidates who support diversity.

For more information, please visit our Equal Opportunity Office.

EEO Statement:

Document Link: jobs.eku.edu/applicants/central?quickFind=75166

Quicklink for Requisition: Close Window

Important Notice: The Clery Act Annual Security and Fire Safety Report is available on the website of the EKU Police Department. This report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings, or property within or immediately adjacent to and accessible from the Richmond, Corbin, Danville, Lancaster, Manchester, and Somerset campuses. It contains policies on crime reporting, alcohol/drug use, crime prevention and other matters. The report also provides information regarding fire safety and statistics. You can view this report at http://police.eku.edu/sites/police.eku.edu/files/asfsr2012.pdf. A paper copy is available by contacting the EKU Police at (859) 622-1111.

The department also maintains a daily log of campus crimes and fires that are reported to campus and local police. The log can be viewed at http://crimelog.eku.edu/.
Reporting to the Director of Facilities, the Assistant Director, Sustainability and Energy Management leads and administers the Sustainability Program at HBS which focuses on energy conservation, waste management, best practices and behavioral change (occupant engagement) efforts. Primary responsibilities include: administers energy management in terms of tracking, analyzing and reporting utilities; acts as point person for Green House Gas (GHG) reduction plan and tracking/reporting of GHG emissions to HBS and Harvard University (HU) and: oversees various sustainability and energy efficiency specific projects and initiatives; keeps current on trends in sustainability and energy programs as well as state and federal laws and funding source requirements.

Duties Include:

- Acts as one of HBS’s primary resources in efforts to meet the HU President’s Green House Gas (GHG) Reduction Goals as well as the goals laid out in the HU Sustainability Plan. Attends HU wide committee meetings, provides input for new university policies and guidelines, and assists with developing HU wide goals and procedures for the reduction of greenhouse emissions and energy consumption.
- Responsible for working with HBS department heads in developing specific strategies and plans for reducing their carbon footprint.
- Oversees, tracks, and forecasts utility budget and consumption. Identifies irregular load profiles and consumption. Maintains familiarity with energy benchmarking programs. Works with HU on utility related updates, tracking (HARA and Energy Witness) and projects.
- Ensures Operations applies for maximum utility rebates on all eligible projects. Researches and implements underutilized technologies and renewable energy applications.
- Directly manages the Senior Coordinator of Sustainability Engagement and the Coordinator of Energy and Sustainability.
- Participates, oversees and tracks HBS waste reduction efforts by working with a variety of HBS and HU offices and the HBS community to create and implement measures that will promote source reduction and increase recycling/composting efforts.
- Interfaces with HU Green Building Services to ensure high-efficiency standards for new construction and existing buildings are met. Responsible for oversight of all USGBC’s Leadership in Energy & Environmental Design (LEED) projects. Interacts with the project teams to achieve the agreed to LEED goals.
- Develops and maintains the sustainability standards for the HBS Campus. Responsible for periodic updates as standards and technologies change.
- Works with HBS departments to construct marketing and communication strategies that will showcase the school’s “green” successes. Works to create environmental awareness and promote sustainable living throughout the HBS community.

Appendix C: Sustainability Job Descriptions

Basic Qualifications

- B.A. in Facilities Management, B.S. in Engineering or related major.
- Minimum of 5 years of applicable professional experience with the energy industry, sustainability or facilities maintenance.
- Must be able to effectively lead, manage and influence others to promote Sustainability on the HBS Campus.
- Demonstrated competency of Microsoft Office Suite, MS Power Point, and other administrative database applications and project management tools.
- Must possess excellent decision making and organizational skills. Attention to detail is a must.
- Ability to communicate effectively in verbal and written form is essential. Strong public speaking and presentations skills are required. Must convene and lead meetings on various related topics.
- Self-motivated who can take initiative to resolve problems.
- Must be able to multi-task and meet deadlines in a fast paced environment.
- Strong interpersonal skills. Ability to work well and build relationships with other Harvard employees, students and vendors.
- Ability to adapt and implement new and changing Sustainability goals and standards such as initiatives with nature and ecosystems, health and well-being, culture and learning and climate preparedness.

Additional Qualifications

- Previous experience in a complex university or institutional setting is desired.
- Prior experience as a supervisor and project manager preferred. Experience with USGBC's Leadership in Energy & Environmental Design (LEED) projects. LEED accreditation desired.
- Certified Energy Manager (CEM) desired.
- Knowledge of facilities, construction and energy terminology strongly desired.

Additional Information

The Operations Department at Harvard Business School manages and maintains the grounds, buildings and infrastructure of 1.9 million square feet of campus space and 35 buildings. In addition, staff members provide dining, custodial, security, fitness, and housing services as well as logistical support for all events at HBS and oversee the administrative support centers that serve the HBS community.

Cover Letter is required.

Follow us on Twitter - @HBSJobs

Pre-Employment Screening

Identity

We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.
Coordinator Functional Title: Sustainability Associate

University of Maryland College Park

Job Location: College Park, MD
Job Category: Facilities / auxiliary services / sustainability, Program administration
Posted: April 25
Position Number: 119034
Title: Coordinator
Functional Title: Sustainability Associate
Category Status: 35-Exempt Contingent Category 2
Applicant Search Category: Staff
University Authorized FTE: 1.0
Unit: VPAF-Environmental Safety

Campus/College Information:
Founded in 1856, University of Maryland, College Park is the flagship institution in the University System of Maryland. Our 1,250-acre College Park campus is just minutes away from Washington, D.C., and the nexus of the nation’s legislative, executive, and judicial centers of power. This unique proximity to business and technology leaders, federal departments and agencies, and a myriad of research entities, embassies, think tanks, cultural centers, and non-profit organizations is simply unparalleled. Synergistic opportunities for our faculty and students abound and are virtually limitless in the nation’s capital and surrounding areas. The University is committed to attracting and retaining outstanding and diverse faculty and staff that will enhance our stature of preeminence in our three missions of teaching, scholarship, and research entities, embassies, think tanks, cultural centers, and non-profit organizations is simply unparalleled. 

The Sustainability Associate will develop and manage programs that engage students, faculty, and staff in sustainable behaviors and create a culture of sustainability among all sectors of the diverse campus community. The Sustainability Associate will support Office of Sustainability initiatives including the management of existing programs, conduct of research into new program areas, development of program proposals, and implementation of new initiatives. The Associate will also work with the professional staff to support the sustainability programs of other campus departments as well as collaborative projects involving multiple campus units. This is a one-year position designed to help launch recent college graduates into the sustainability profession.

Minimum Qualifications:
Education: Bachelor’s degree in Environmental Science, Social Sciences, Education, Communications, Business, Engineering, Journalism, Life Sciences, or related field required.
Academic experience specific to sustainability preferred.
Experience: At least one year of experience as a full-time student in a higher education institution involved in one or more aspects of campus sustainability. This is an entry-level professional development position. No professional experience is required.
Knowledge, Skills, and Abilities:
Strong communication skills including excellent writing skills and the ability to speak and present small groups of people.
Proven understanding of, and experience with, methods, practices and procedures...
Coordinator Functional Title: Sustainability Associate

- Associated with campus sustainability.
- Ficient in the use of computer software programs and basic Microsoft Office products including Excel and PowerPoint.
- Strong interpersonal skills, working with diverse groups of individuals and building partnerships.
- Ability to work independently, to be a team leader and to be a team member.
- Ability to supervise and direct student interns.
- Demonstrated ability to manage and prioritize multiple tasks and to work with shifting priorities and schedules.
- Preferences:
  - Development and/or implementation of environmental and/or sustainability programs, behavior-change programs, environmental planning or policy, or related area. Experience in student or university-sponsored organizations involved in one or more aspects of sustainability initiatives, resource management, and teaching/presenting complex information is desirable.
- Additional Certifications:
- Additional Information:

Posting Number: E0004554
Posting Date: 04/11/2014
Closing Date: 05/05/2014
Open Until Filled
Best Consideration Date 04/25/2014
Diversity Statement:

The University of Maryland, College Park, actively subscribes to a policy of Equal Employment Opportunity, and will not discriminate against any employee or applicant because of race, age, sex, color, sexual orientation, physical or mental disability, protected veteran status, religion, ancestry or national origin, marital status, genetic information, political affiliation, and gender identity or expression. Minorities, Women, Protected Veterans and Individuals with Disabilities are encouraged to apply.

SIMILAR JOBS

4-H Faculty Extension Assistant
University of Maryland College Park, College Park, MD
Title: Faculty Extension Assistant
Functional Title: 4-H Faculty Extension Assistant
Position Number: 117987
Category Status: 15-Fac.Non-Tenured,Continuing Con Applicant Search Category: Faculty University
Authorized FTE: 0.600 Unit: AGNR-UME-Frederick Campus/College Information:
Founded in 1856, Un...
Posted 2 months ago

103356 Title: Coordinator
University of Maryland College Park, College Park, MD
Position Number: 103356
Title: Coordinator
Functional Title: Coordinator
Category Status: 33-Exempt Regular Applicant Search Category: Staff University
Authorized FTE: 1.000 Unit: AGNR-UME-Prince George's Campus/College Information:
Founded in 1856, University of Maryland, College Park is the flagship...
Posted 3 weeks ago
PROJECT COORDINATOR/SUSTAINABILITY ASSOC  Hickory, NC

JOB DESCRIPTION
We believe there is no silver bullet when it comes to solving our clients' business challenges. Customized solutions are the key to solving complex business issues, especially in today's fast-paced, global environment. Our responsibility to our clients is to blend the right combination of analysis from our myriad of analytical tools, and generate actionable insights that deliver impactful results.

This position will participate in construction sustainability (LEED Green) cost control activities by seeking alternative designs, review documents for compliance with standards and site conditions and maintain interface with client and internal business units. He/she will assist the Senior Director, Construction during the construction process on an as needed basis.

Key Competencies
• Thorough knowledge of design process and ability to lead.
• Strong project management skills including design, construction, schedule, occupancy and budget control. This includes: Interfacing with clients to define project requirements and establish project work plan and deadlines; Creating persuasive presentations that meet the project’s objectives; Qualifying consultants and contractors by reviewing bids and related documents; Facilitating client meetings regarding project matters; Representing the client with architects, vendors, consultants, and regulatory agencies; Overseeing consultants and contractors
• Ability to develop and maintain successful customer relations and ensure the smooth integration and delivery of projects
• Ability to set and be accountable for department deadlines
• Capability and willingness to perform periodic inspections of job site conditions and project progress, which might result in temporary exposure to unsafe conditions (i.e. climbing stairs and ladders to access areas throughout off-site properties and superblock campus, accessing roofs, inspecting mechanical equipment rooms and electrical rooms)
• Advanced analytical and quantitative skills;
• Attention to detail
• Intermediate skills with Microsoft Office Suite

Qualities:
• Strong communications skills and relationship-building skills.
• Ability to comprehend, analyze, and interpret complex business documents
• Ability to respond effectively to the most sensitive issues
• Ability to write reports, manuals, speeches and articles using distinctive style

https://www.smartrecruiters.com/AscensionMedical/76716726-project-coordinator-sustainability-assoc
* Ability to make effective and persuasive presentations on complex topics to employees, clients, top management and/or public groups
* Ability to motivate and negotiate effectively with employees and client groups to take desired action.
* Knowledge of financial terms and principles, and ability to conduct complex financial/business analysis including the preparation of complex reports, as well as to prepare and manage project/departmental budgets
* Good judgment and reasoning ability, enabling problem solving with a variety of options in varying situations. Ability to take initiative and make decisions with in-depth understanding and interpretation of procedures, company policies and business practices to achieve complex results.

Job Requirements
Experience
* 1 to 3 years experience in project management
* 1 to 3+ years construction managerial experience
* Experience in related fields LEED Construction Sustainability
* HS Diploma/GED

We are committed to providing equal opportunity employment and prohibits all forms of unlawful discrimination based on race, color, ancestry, religion, citizenship, sex, sexual orientation, family care status, marital status, national origin, age, veteran status, handicap status, mental or physical disability or medical condition (including pregnancy, childbirth or related medical conditions), or any other characteristic protected by federal, state or local law. This policy applies to all areas of employment, including, for example, recruitment, hiring, training, placement on engagements, promotion, compensation and benefits. Employees may not discriminate against or harass any other employee, applicant, client, vendor or visitor. This policy applies to all our employees regardless of title or position.

ADDITIONAL INFORMATION
All your information will be kept confidential according to EEO guidelines.
Sustainability Coordinator

Location: Student / Casual Employment
Job Code: 92
# of openings: 1

Description

**Spartan Shops Sustainability Coordinator**

The Sustainability Coordinator will aid in our sustainability efforts, as well as educate the SJSU community regarding our current sustainability practices.

Some duties include:

- Researching current environmental practices to bring to Spartan Shops
- Planning outreach and campaigns to increase awareness of our sustainability practices on campus
- Working on ways to reduce waste at our Dining Commons
- Running environmental-based events
- Representing Spartan Shops on the SJSU Sustainability Board
- Running food donation processes
- Performing other duties as assigned

**Job Qualifications**

- Must be able to work at least 15-25 hours per week
- Must have at least 2 semesters left at SJSU or work at least 2 semesters
- Possess excellent organizational and communication (verbal and written) skills
- Ability to proactively work independently and multi-task efficiently
- Environmental Studies students are preferred, but not required
- **Must** submit a resume with your online application

**Shifts Available**

Monday-Friday: 9am – 5pm

[Apply for this Position] [Send to a Friend]

http://ch.tbe.taleo.net/CH08/ats/careers/requisition.jsp?org=SPARTANSHOPS&cws=1&rid=92

Page 1 of 2
Job 1 of 1

Req Number: 40771BR
Job Title: Sustainability Coordinator
Job Code and Payroll Title: 7235 ANALYST II
Location: Mission Bay
Department Name: UCSF Sustainability
Work Days: Monday - Friday, 8:00am - 5:00pm
Shift: Days
Shift Length: 8 Hours

Job Summary:

UCSF SUSTAINABILITY

As a world class health sciences university, UCSF has the responsibility to serve as a leader in environmental sustainability, demonstrating practices in all areas of its enterprise that integrate economic, human and ecological health and viability. Through a whole systems approach, UCSF aspires to work toward a sustainable multiple-campus life which protects and enhances the environment and health of its students, visitors and employees, as well as the City of San Francisco.

Systems of measurement will be essential to monitor progress and educate all in new ways of weaving sustainability principles throughout academic and operational units. Responsible stewardship of our resources will support UCSF's research, education, health care and community service mission today without compromising the ability of future generations to meet their needs.

The University of California has a visionary policy on sustainability that UCSF uses as a basis of its sustainability program. The policy may be found at http://www.universityofcalifornia.edu/sustainability/policy.html

The UCSF Sustainability efforts are guided and shaped by a Chancellor's Advisory Committee on Sustainability (CACS). Specific sustainability work is carried out by various Sustainability workgroups including: Climate Change, Green Building, Sustainable Operations, Natural Resources, Health Care, Procurement, Budget, Education and Communication and Transportation. Each workgroup is chaired by a representative of the campus and a representative of the Medical Center. The co-chairs of the working groups comprise the Sustainability Steering Committee (SSC) which reports the progress of the workgroups to CACS. The Sustainability Manager will act as an informational analytical resource and provide staff support to the Chief Business Officer and Medical Center for support of CACS initiatives.

JOB OVERVIEW

The Sustainability Coordinator’s tasks and responsibilities include, but are not limited to, data management of sustainability data/metrics for bi-annual reporting, enhancing and managing...
sustainability education program, developing and managing LivingGreen certification programs, updating website content, assisting with the management of student interns and volunteers, planning weekly outreach and special events and implementing a communications and outreach program. The candidate will also perform other related duties.

ABOUT UCSF
The University of California, San Francisco (UCSF) is a leading university dedicated to promoting health worldwide through advanced biomedical research, graduate-level education in the life sciences, health professions and excellence in patient care. It is the only campus in the 10-campus UC system dedicated exclusively to the health sciences.

Required Qualifications
- B.S with a major in sciences, environmental or healthcare and two years of experience in administrative analysis or operations research; or an equivalent combination of education and experience
- Experience utilizing data tracking tools, collecting and extracting data, tracking metrics
- Excellent computer skills; demonstrated proficiency with Microsoft Word, Excel, Powerpoint and e-procurement tools
- PowerPoint and e-procurement tools
- Ability to be flexible in scheduling to meet deadlines and deliverables which may require occasional evening and weekend activities
- Excellent communication skills including verbal and written
- Exceptional organizational skills to manage multiple projects and deadlines
- Excellent Customer Services Skills
- Strong environmental, work ethic and dedication to the sustainability programs administered by the Office of Sustainability
- Ability to work independently, analytically and within a team environment

Note: Fingerprinting and background check required.

Physical Demands: requires sitting, standing, walking, squatting, bending, waist twisting, kneeling, climbing stairs, reaching below and up to shoulder height, lifting/carrying up to 20 lbs., lifting up to 15 lbs. below waist, lifting up to 20 lbs. above waist and lifting up to 15 lbs. overhead, pushing/pulling up to 30 lbs.; fine finger/gross manipulation, simple grasp, repetitive hand/arm use; exposure to loud noise, dust, fumes or gases, chemicals or toxic substances, latex; ability to differentiate color, verbal communication, operating motor vehicles and use of protective equipment.

Preferred Qualifications
- Knowledge of UCSF Policies, Procedures and practices
- Two years’ work experience in fast paced university environment
- Web design and communication experience
- Familiarity with higher education and/or healthcare setting is a plus
- Solid Knowledge of the UC, State and Federal rules

License/Certification
N/A

Position Type
Full Time

Percentage
100%

Equal Employment Opportunity
The University of California San Francisco is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected veteran status. Further information about the University of California, San Francisco, is available at diversity.ucsf.edu. UCSF seeks candidates whose skills, and personal and professional experience, have prepared them to contribute to our commitment to diversity and excellence, and the communities we serve.

https://sjobs.brassring.com/1033/ASP/TC/cim_jobdetail.asp?jobId=1808240&PartnerId=6495&SiteId=5226&codes=IND
E-Verify Notice: After accepting employment, new hires are required to complete an I-9 form and present documentation of their identity and eligibility to work in the United States. Effective June 1, 2011, agencies in the Commonwealth of Virginia's Executive Branch will use the E-Verify system to confirm identity and work authorization.

If you need to edit your application information before applying for a position, please click on the Edit Application link on the left hand side of margin (you must be logged in to your account to see this option). You will not be allowed to change your application information after you have applied for a position.

Position Information

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https://jobs.agencies.virginia.gov/applicants/jsp/shared/position/JobDetails_css.jsp?postingId=941648
Longwood University invites qualified applicants for the position of Sustainability Coordinator/Program Administration Specialist I in Facilities Management. The Sustainability Coordinator will develop, plan, implement, and promote Longwood’s sustainability program. The incumbent will be responsible for facilitating the accomplishment of the sustainability goals of the Campus Master Plan, integrate sustainability into University operations in order to meet the institution’s strategic goals, and identify and pursue grant funding. The responsibilities will also encompass sustainability outreach and communications, research and data collection, and implementation and management of special projects. The Sustainability Coordinator will also serve as the University’s Recycling Manager, who will direct a campus-wide recycling program.

**REQUIREMENTS:**
- Bachelor’s degree in Engineering, Business Management, or the Sciences preferred or an equivalent combination of training and work experience
- Work experience in sustainability programming required, preferably in higher education
- Working knowledge of sustainability practices and programs
- Demonstrated ability to plan and present presentations and programs
- Working knowledge of research techniques and data collection
- Ability to analyze and interpret data
- Knowledge of grant administration practices
- Ability to organize, prioritize, and perform work assignments
- Must possess excellent verbal and written communication skills
- Ability to develop and facilitate new ideas
- Ability to work well both independently and as part of a team
- Proficient in Microsoft Office
- Must be able to lift up to 30 pounds

**Preferred Qualifications**
- Project Management experience preferred

**Special Requirements**

**Commonwealth of Virginia benefits accompany this position. A successful criminal background check is required. Position will be posted a minimum of five days. Review of applications will begin immediately. Submit a completed Commonwealth of Virginia application online by clicking on “apply for this posting” on this page.**
In compliance with the Americans with Disabilities Act (ADA), Longwood University will provide, if requested, reasonable accommodations to applicants in need of accommodations in order to provide access to the application and/or interview process. You are not required to note the presence of a disability on your application. If, however, you require accommodations in the application and/or interview process please contact the Office of Human Resources at 434-395-2074 or humres@longwood.edu.


A hard copy of the Annual Security and Fire Safety reports and/or a copy of the Fire Log are maintained at the Longwood Police Office and will be provided upon request.

A diversified workforce is an important part of our strategic plan.

EOE/AA

Optional Applicant Documents

Required Applicant Documents

Contact Information

Name: Longwood University

Phone: 434-395-2074

Fax: 434-395-2666

Email: humres@longwood.edu

Address: 201 High Street

Farmville, VA 23909

Return to Search Results

If you need to edit your application information before applying for a position, please click on the Edit Application link on the left hand side of margin (you must be logged in to your account to see this option). You will not be allowed to change your application information after you have applied for a position.

APPLY FOR THIS POSITION

Virginia is an Equal Opportunity Employer.
About the Position

The AS Green Energy Fee Education Coordinator works to educate and engage the campus community around the Green Energy Fee Grant Program (GEF) and the benefits and opportunities it provides.

Position Classification

Coordinators provide programming for the Associated Students (AS) as a whole and facilitate events, offices, and groups throughout the Western and Bellingham community. Coordinators report to department directors or supervisors. Specific duties include but are not limited to: Event programming, departmental budget authority, coordinating specific office functions, performing administrative work, supervising assistant coordinators, promoting office and events, and maintaining and updating programming resources for the department.

About the Department

The purpose of the Associated Students Environmental & Sustainability Programs (ESP) is to inform, educate, and provide resources regarding a variety of issues surrounding environmentalism and sustainable practices.

Terms of Position

This is a three quarter position. This position starts the Monday two weeks before the start of classes fall quarter and ends the Friday of finals week the following spring quarter. This position works an average of 15 hours per week. The position holder may work more some weeks and less other weeks depending on the office’s needs. The position holder is neither required nor expected to work during intersession, winter break, or spring break.

AS Employment Qualifications

- Maintain a minimum credit load throughout term of position of 6 credits for undergraduates and 4 credits for graduates.
- Maintain a minimum of a 2.00 cumulative grade point average.
- Ability to complete the entire term of the position.

Preferred Qualifications

- Ability to work collaboratively with multiple people and organizations and with people of diverse backgrounds and opinions
- Self-motivation and creativity
- Desire to involve and educate the campus and the greater community
- Organizational and time management skills
- Event planning skills or knowledge
- Basic computer skills including word, excel, email; ability to learn/use web software
- Experience planning and implementing communication and publicity efforts
• Ability to communicate and work effectively with a wide variety of people on Western’s campus and in the Bellingham community
• Ability to work independently and responsibly, while supervising others
• Ability to work within deadlines and problem solve
• Ability to work flexible hours
• Budget management knowledge or experience
• Basic knowledge of department and position specific responsibilities

AS Employment Responsibilities
• **Serve the membership of the Associated Students in a professional and ethical manner** by:
  - Being familiar with and upholding the AS Charter, all WWU policies, and all AS policies including the Employment Policy, Code of Conduct, and Program Standards
  - Attending all AS staff development events including pre-fall orientation
  - Being knowledgeable of the AS organization and its general operations
  - Serving on search committees as designated by the AS Personnel Director
• **Ensure the continuity and legacy of this position** by:
  - Working with supervisor and Personnel Director to revise and update position job description
  - Working with the previous position holder to complete a minimum of 15 hours of unpaid internship as well as providing a 15 hour internship to the incoming position holder

Environmental & Sustainability Programs Responsibilities
• **Ensure the smooth, effective operations of the Environmental & Sustainability Programs** by:
  - Establishing and maintaining active working relationships with all ESP team members
  - Attending ESP Fall Training, ESP staff meetings, weekly meetings with the ESP Associate Director, and on-going training as needed
  - Assisting with the coordination of activities, materials, and tabling schedules for ESP involvement in campus events such as VU Late Night, Red Square Info Fair, AS Job Fair, and the Campus Activities Showcase
• **Provide the most relevant and effective resources, outreach, and programming** by:
  - Completing event planning and evaluation paperwork in a timely manner and in accordance with the guidelines set by the ESP Associate Director
  - Implementing systems to track and assess student use of the GEF Program
  - Developing and maintaining a program evaluation process to analyze the overall success of the program in meeting the needs of the student body (demographics, promotion success, other important statistics)
• **Empower and support the Associated Students membership with information, activities, and peer education** focused on the GEF Grant Program by:
  - Providing unbiased, nonjudgmental, and accurate information and services about the GEF Grant Program to students
  - Devoting a total of 15 hours per week to position responsibilities
  - Establishing and maintaining a minimum of 10 office hours per week
  - Coordinating educational programming and outreach of the GEF Grant Program
Position Responsibilities

- **Promote the benefits and opportunities of the GEF Program to students, staff, and faculty** by:
  - Developing promotional materials for students, staff, and faculty that highlight the benefits and opportunities of the GEF Program
  - Developing and implementing a media campaign to encourage students, staff, and faculty to submit Green Energy Fee proposals
    - Plan and execute proposal drives in coordination with the request for proposals (RFPs)
  - Developing educational materials to accompany and highlight existing GEF projects
  - Utilizing social media to advertise and promote the GEF Program
  - Outreaching to the campus about GEF support available to complement existing sustainability initiatives
  - Targeting new students (freshman and transfer) through partnership with New Student Services, Admissions, and Residence Life, highlighting GEF projects on campus tours and ensuring a presence at Red Square Info Fair and Western Preview
    - Collaborate with ESP Associate Director during Spring Quarter to ensure the ESP Associate Director represents the GEF Program at Summerstart and Transitions
  - Ensuring promotion is campus-wide and through multiple mechanisms. This includes but is not limited to:
    - Ensuring that non-traditional campus communities, such as the College of Business & Economics or the College of Humanities, are targeted in addition to traditionally recognized ones, such as Huxley College of the Environment
    - Ensuring promotion to environmentally oriented student clubs is evenly distributed
  - Utilizing relevant forms of media in outreach campaigns, including but not limited to print, radio, online, word of mouth, etc.
  - Ensuring all educational & promotional materials and media are approved by the Green Energy Fee Grant Program Coordinator & ESP Associate Director

- **Provide accurate and effective information and resources regarding the GEF Program** by:
  - Developing, providing, and leading educational workshops in collaboration with the GEF Grant Program Coordinator to help the campus community learn about the GEF Program
  - Assisting in the development and provision of proposal workshops and informational sessions in collaboration with the GEF Grant Program Coordinator to detail the proposal submission and review process and how to complete the grant application
  - Assist the GEF Grant Program Coordinator with press releases that inform the campus community about the program’s and projects’ activities
  - Collaborating with the GEF Grant Program Coordinator, the ESP Associate Director, and the Campus Sustainability Manager to ensure consistent understanding of the program and processes and to coordinate efforts across the spectrum of the GEF program
  - Maintaining familiarity with GEF proposal processes
  - Regularly consulting with GEF Grant Program Coordinator to obtain current, accurate updates on ongoing projects
  - Maintaining a working knowledge of related programs on campus and at other universities
  - Ensuring all educational & promotional materials and media are approved by the Green Energy Fee Grant Program Coordinator & ESP Associate Director

- **Provide educational opportunities related to GEF Program** by:
  - Putting on events in relation to the GEF program, including at least one that is large scale
    - Includes workshops developed in collaboration with the GEF Grant Program Coordinator

Appendix C: Sustainability Job Descriptions

62
• Engage students, staff, and faculty at Western not directly connected with campus sustainability by:
  o Targeting non-traditional audiences on campus and highlighting various skill sets needed to complete projects
  o Encouraging the introduction of the GEF into academic materials, such that projects could become a part of curriculum, working with professors to integrate GEF proposals into class curriculum
  o Continuing to build relationships between the GEF program and interested faculty through the Sustainability Academy
  o Fostering relationships with interested faculty and staff
  o Working to include GEF projects into regular campus tours
  o Encouraging the development of student department / internship accreditation for working on projects, such that students receive college credit for projects
  o Working to integrate GEF Grant Program into the academic structure of all university colleges
• Foster positive working relationships with the various offices and people comprising the GEF program structure by:
  o Ensuring GEF Grant Program team cohesiveness and collaboration by:
    ▪ Actively participating within the GEF Grant Program team, which includes the GEF Grant Program Coordinator and the GEF Education Coordinator
    ▪ Attending weekly meetings with the GEF Grant Program team
    ▪ Attending periodic meetings with the GEF Grant Program team; the ESP Associate Director; and the Campus Sustainability Manager
  o Maintaining a working knowledge of organizational relationships and processes within the university that affect/play into the proposal process
  o Making regular reports to the AS VP for Student Life and the GEF Committee
  o Attending weekly meetings with ESP Staff
  o Maintaining and updating a legacy document of position accomplishments and activities in order to ensure continuity in the position from year to year
• Provide educational, social, and community building opportunities to the campus community in relation to the GEF mission by:
  o Developing 3-6 events within the GEF program per quarter.

Salary
This position will receive $5,911 per position term (approximately $295 twice per month).

Reportage
This position reports directly to ESP Associate Director.

This job description is subject to change in accordance with the AS Employment Policy.
The Associated Students is an Equal Opportunity Employer.
## Appendix D: Matching of PSLOs to Specific Courses

<table>
<thead>
<tr>
<th>Sustainability Science Program Learning Outcomes</th>
<th>SSM 101</th>
<th>SSM 110</th>
<th>SSM 201</th>
<th>ENRG 101</th>
<th>AG 103</th>
<th>AG 103B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail valid sustainability concerns and potential solutions, the inter-related nature of these concerns, and their implications in an island context.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Identify and describe the basic scientific components behind existing and emerging technologies in a variety of areas related to sustainability.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Demonstrate skills needed to work towards sustainability in a variety of contexts, including collaboration, making presentations, preparing reports, and the use of appropriate science and technology and other information gathering techniques to access information.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Design comprehensive solutions to basic sustainability problems that are well researched and supported.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Use scientific principles or methods to critically evaluate proposed solutions to basic sustainability problems.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>