



QEP

**PEACE
WITH
CREATION**

**ENVIRONMENTAL SUSTAINABILITY
FROM AN ANABAPTIST PERSPECTIVE**

Environmental Sustainability

Definition:

Meeting the needs of the present without compromising the ability of future generations to meet their own needs (economical, ecological, and social)

QEP Goals:

- To strengthen our **care for God's Creation** by enhancing our knowledge, values, and actions.
- To increase sustainable practices at EMU.



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Why Environmental Sustainability?

- Alignment with EMU's mission
- Builds on current strengths and commitments
 - Already present in many classes, programs, and projects
- Foster formal integration into the curriculum
- Aid in establishing long term commitment to sustainability



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Student Learning Outcomes

Weave the principles and practices of ES throughout the EMU curriculum and university life to accomplish the following outcomes (SLOs):

1. **Define and justify ES from a theological perspective**
2. **Explain how individual, institutional, and community actions impact the environment**
3. **Name and defend actions that promote ES at the individual, institutional, and community levels**
4. **Integrate the principles of ES within the student's discipline**
5. **Incorporate ES into one's values system**



Overview

- Integration into the undergraduate curriculum
 - GVC – ABP, College Writing, Cross-Cultural
 - Departments – include QEP learning outcome(s) in one course per year
- Infusion into university life
 - Departments/Divisions adopt an operational outcome related to sustainability practice(s)



GVC: Anabaptist Biblical Perspectives

- Provide a review of the theological basis for environmental sustainability (SLO 1)
- *Delivery/Assignment: vary by course and instructor*
- *Goal for Implementation:*
 - Fall 2010 (50% of courses or sections)
 - Fall 2011 (100% implementation)



GVC: College Writing for Transitions

- Incorporation of sustainability themed readings and writing projects (SLOs 2, 3, & 5)
- *Delivery/Assignments:*
 - Reflective writing prompt (SLO 5)
 - Common reader
 - Research paper on sustainability related topic
- *Goal for Implementation:* Fall 2010 (100 %)



GVC: Cross-Cultural

- Explore cultural differences in how sustainability issues are perceived, valued and managed (SLOs 2, 3, & 5)
 - *Delivery/Assignments:*
 1. Explore impact of travel (footprint, resources use)
 2. Identify sustainability issue in host community
 3. Provide opportunities to communicate with campus community on return
- *Goal for Implementation: 2011-12 (100%)*



Academic Majors

- Integrate the principles of environmental sustainability within the student's discipline (SLO 4 and others)
- Delivery/Assignments: One required course per major
 - Identify sustainability issues or topic and explore relevant solutions and best practices.
- *Goal for Implementation:*
 - Fall 2010 (33%)
 - Fall 2011 (100%)



All Departments/Divisions

- Each department/division will add an operational outcome within the AIER related to sustainability practice(s) (SOLs 2, 3, & 5)
- *Delivery* : Each department will measure outcomes and include results in AIER; all ES outcomes will be compiled and published on the QEP website
- *Goal for Implementation*:
 - Spring 2011 (50%)
 - Spring 2012 (100%)



Implementation Summary

Curriculum Area	Course(s)	SLO	Implementation Timetable
GVC	Anabaptist Biblical Perspectives	1	Fall 2010 – 50% Fall 2011 – 100%
	College Writing for Transitions	2, 3, 5	Fall 2010
	Cross-Cultural programs	2, 3, 5	Fall 2011
	Senior Seminars	Assessment only	Fall 2010
Academic majors	One required course, identified by department faculty	4+	Fall 2010 – 33% Fall 2011 – 100%
Departments	Operational outcomes	ALL	Fall 2010 – 33% Fall 2011 – 100%



Implementation Team

Team Member	Appointed Member
Chair	Jim Yoder , Professor of Biology
Faculty representatives (2)	Peter Dula , Asst. Professor of Bible & Religion Heidi Winters Vogel , Assoc. Professor of Theater
Creation Care Council member	April Banks , MBA student and Sustainability Coordinator (intern)
Communications	Ben Beachy , Application Development Manager
Data	BJ Miller , Director of Institutional Research & Effectiveness
Student representatives (3)	Lisle Bertsche , additional students to be appointed
Administrative support	Cheryl Doss , Science Center Secretary/Coordinator



Implementation Team: Responsibilities

- Support instructors implementing the QEP outcomes
 - identify QEP courses in majors
 - provide scholarly resources such as content, reading lists, pedagogical consultation, and sample assignments
 - provide yearly assessment training workshops and professional development opportunities
- Assist academic and administrative departments in identifying and developing operational outcomes
- Promote, disseminate and report information on QEP



Implementation Timeline

- Feb. 2, 2010: Submission of final proposal
- March 2-4, 2010: SACS On-site Committee
- Fall 2010:
 - Begin curriculum integration and assessment and faculty development workshops
- Spring 2012:
 - Curriculum implementation complete
- 2012-2015: All QEP activities continue, review and revise as needed
- 2015: 5-yr QEP report to SACS

SACS Visit Timeline (Faculty/Staff)

- Jan. 25 – Undergraduate Faculty Mtg.
- **Feb. 8 – QEP website operational, Faculty Assembly**
- Feb. 22 – Undergraduate Faculty Mtg.
- **Feb. 23 – Tuesday luncheon with QEPIT**
- Feb. 24 – QEP Chapel (Loren speaking)
- Feb. 26 – Campus Wide Creation Care mtg.
- *Continual QEPIT meetings with depts./individuals*
- **March 2-4, 2010: SACS On-site Committee**



Promotional Campaign (Students)

- Feb 5 -March 2, 2010
- Mystery logo campaign
 - signs, banners, Friday announcements, t-shirt give-away
- Kick-off concert in Common Grounds (Feb. 19)
 - Student band, speaker, panel discussion
- Weather Vane articles, web presence, student video
- QEP Chapel (Feb. 24)
- Joint meeting with Creation Care Council (Feb. 26)
- Class presentations



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