

GRANT PROPOSAL COVER PAGE

You can type information directly into the cells below.

		Date	October 15, 2009	
1. Proposal Title		Exploring a multidisciplinary approach to teaching sustainability		
2. Name of Person submitting Proposal		Judith White		
3. Phone	551-3000 ext 6678	E-Mail	jwhite@scu.edu	
FAX				
4. Type of Grant (Please check one):				
		<input type="checkbox"/>	Bannan Grant	<input checked="" type="checkbox"/>
				Dialog and Design Grant
5. Provide you 4 – 6 letter Department ID or Program ID. (Not a Fund number!) This information must be provided. (e.g. ECON for Economics Department, LACLNC for Law Clinic.)				
M	G	M	T	
				Mary Correia
				4469
SCU Department ID or Program ID		Contact Person		Ext.
* You must have an SCU Affiliation				
6. If your department does not provide administrative assistance to manage grants, we will provide help. Do you need for us to help manage your grant?				
				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7. Total cost of proposed project		\$	5000.00	
8. Amount of money requested from Bannan Center		\$	5000.00	
9. Amount requested from other sources, if any (please list):				
		\$		
		\$		
		\$		
10. Please explain briefly what will happen to this project if you do not receive funding from the Bannan Center.				
Depending on the decisions of the curriculum committees, I want to continue teaching sustainability at the graduate level, and have the graduate course approved for Spring 2010.				
Department Chair or Supervisor Approval				
		Name (Type or Print)	Signature	Date

Submit All Proposals to: Bannan Institute, Sobrato Hall, Room 30, Santa Clara University, 500 El Camino Real, Santa Clara, CA 95053-0452. (Electronic **copies** of proposals via email are encouraged. We can email you this Cover Page or you can find it at <http://www.scu.edu/ignatiancenter/bannan/grants/index.cfm>)

**Proposed Budget
Bannan Grant**

Name: Judith White

Proposal Title: Exploring a multidisciplinary approach to teaching sustainability

I estimate that I will spend the money I am requesting as follows:

<u>PRIME ACCOUNT</u>		<u>AMOUNT</u>
SUPPLY	office, lab, or instruction supplies	
PHONE	telephone charges	
REPROD	copying, printing	100.00
MAIL	postage, mailing, fax charges	
TRAVEL	domestic transport, lodging or meals	3000.00
SPCEVT	food charges, room charges for a special event	1000.00
CONTRS	guest speaker honoraria, research subject fees, professional services	350.00
MISC	publications, subscriptions, membership dues	600.00
SWAGE	student wages	
STFSAL	staff salary	
FACSAL	faculty salary	
BENEXP	student, staff, and faculty benefits	
	TOTAL	<u>5000.00</u>

Please note:

In the event that this grant is awarded, your department is responsible for any overdrafts associated with this grant.

See Page 3.

Grant Proposal Evaluation Form

Date October 15, 2009

Proposal Title Exploring a multidisciplinary approach to teaching sustainability

Name of Grantee Judith White

Phone 551-3000 ext. 6678 home: 831- 724-1612

Part I: [To be completed for submission along with your original grant proposal.]

List the intended outcomes of this project: (Use additional pages if necessary)

1. Set of potential guidelines for a multidisciplinary sustainability curriculum

2. Proposal, design, and date for a campus-wide conference with the President, Provost, Center directors, Deans, and interested faculty to expand the conversation on a multidisciplinary approach to teaching sustainability.

3. Proposals for funding for research projects on the pedagogy of multidisciplinary approach to teaching sustainability

4. Presentations at teaching conferences on the development of the curriculum for teaching sustainability using a multidisciplinary approach.

5. Contributions of new ideas and fresh perspectives when 3 colleagues attend conferences that focus on sustainability in their disciplines, or across disciplines. The dialogue group benefits from the ideas and materials they bring back from these conferences.

**PENDING APPROVAL OF YOUR GRANT - PARTS II AND III ARE TO BE COMPLETED
AT THE END OF YOUR GRANT PERIOD.**

PROPOSAL BUDGET ACCOUNT NUMBER

14006		RSCH	
Fund	Dept ID	Program	Project ID

Part II

Briefly describe the actual measurable outcomes of this project and the assessment tools you used. (Use additional pages if needed.)

Part III: Describe any other outcomes of your project.

Dialogue and Design Grant Proposal

Submitted by Judith White, Ph.D., Management Department, Leavey School of Business,
jwhite@scu.edu

Project title: Exploring a multidisciplinary approach to teaching sustainability

Problem and issue: In the field of management, we focus on three areas of sustainability: environmental, social, and economic. We approach sustainability from a systems perspective, understanding the co-evolutionary, interdependent processes of the natural, social and economic spheres of our globe. Environmental sustainability appears as the most obvious and urgent need as we observe the increasingly cumulative and harmful impact of our individual and organizational activities on the biosphere. Resource depletion, air, land and water pollution, and an increasing reliance on synthetic compounds are commonplace. Our students, perhaps even more than our colleagues, are aware of the need to make a corrective shift in our relationship with the physical world. Paradoxically, as their personal view of the world is expanding, some aspects of the natural world are less accessible and increasingly unhealthy.

The social dimension of sustainability is equally important but unfortunately not as central to our awareness in part because of the relative local wealth in our daily lives here in the U.S. Population growth, economic disparities between the underdeveloped, developing, and developed countries, human rights, gender equity, human health, integrity of community life, and education are some of the key issues we face as individual and institutional global citizens. From the perspective of ecological economics, in addition to the need for the efficient use of natural resources and an appropriate scale of economy scale, many if not all of the social problems we face today are related to the inequitable distribution of wealth within and between countries. For example, overpopulation is a partial consequence of distributive inequity and injustice. Our students who attend intensive immersion programs in Central America or participate in service learning projects in our neighboring communities learn at a visceral level the social consequences of economic disparities. Traditional economic growth models have not solved the widespread social, economic, and environmental problems facing us today.

The assumptions of traditional economic theory of unlimited market growth for infinite profit have resulted in a moral gap between the economic consequences of hyperindividualism and the ever-widening chasm between the rich and the poor across the world. This gap and its concomitant social, political, and environmental upheaval have led to the development of new models of economic sustainability. The traditional model fails to acknowledge limited natural resources, while it discounts the value of assets and liabilities in the future. It is blind to the true economic, ecological and social injustice of decisions made on assumptions of unlimited growth. To date, maximizing individual economic wealth has not resulted in enhanced societal or environmental welfare. For one example, executive compensation in the U.S. is greater today than at any other time, in any other country, and multimillion dollar bonuses are commonplace in some industries. Globalization, while presenting us with more choices and linking the world together in important ways, also has led to increasing exploitation of workers in underdeveloped and developing countries, increased dependence on energy intensive transportation systems, and increased concentration of wealth within and between countries. Because of international trade agreements and subsidies in developed countries, some developing countries already with limited commodities have the additional barrier of limited access to global markets. With fewer and larger companies and limited abilities to regulate negative external costs, markets are not ideally competitive or efficient.

This proposal is for a dialogue and design grant to explore multidisciplinary curriculum development for teaching sustainability at Santa Clara University. This dialogue is congruent with President Engh's commitment to sustainability and environmental justice. He suggests in his inaugural address that we take leadership in "... examining the dimensions of how we treat the physical world. I believe we can lead in the development and promotion of practices, businesses, and technologies that will ensure a viable and just future for all." In his Strategic Plan of May 15, 2009 President Engh says he wants to further Santa Clara's "contribution to the study and practice of sustainability and its multiple dimensions by making explicit Santa Clara's aim to prepare students to work towards achieving a more sustainable and just future for the nation and the world." I would like to develop a dialogue with the business school faculty to promote responsible management education, *and* with faculty across the campus to develop a multidisciplinary curriculum for teaching sustainability at the graduate and undergraduate levels.

Sustainability can be taught from many different perspectives including ethical, spiritual, philosophical, managerial, legal, and scientific. It can, and perhaps should be a new way of seeing, thinking, working, living, planning, building, and learning. Our future depends on sustainable practices in all of these areas, and our commitment to teaching, scholarship, and service along with the faculty and academic resources at Santa Clara provide an important and timely opportunity to teach and learn for a sustainable world. In addition, with the Markula Center and ethics faculty, we have the opportunity to expand our focus on environmental ethics within the sustainability curriculum. This calls for involvement of faculty in the sciences, law, engineering, humanities, and social sciences, including colleagues in the many Centers on campus.

Business schools across the world are offering courses and degrees in sustainability, and Santa Clara should take advantage of the resources both on the campus and in the Bay Area for expanding our curriculum to include sustainability as an essential component for all organizations in the future. The Association to Advance Collegiate Schools of Business International, the United Nations Global Compact, The Aspen Institute, the Graduate Management Admission Council, and other groups have endorsed an initiative for sustainable management education, Principles for Responsible Management Education, PRME, as a guiding framework for curriculum change. Among other topics in the proposed dialogue group, we could explore how to adapt this framework for teaching sustainable management in the undergraduate and graduate business programs here at Santa Clara.

I have been teaching business ethics, business and public policy and other management courses here at Santa Clara for several years and I emphasize the importance of environmental ethics and sustainability in these courses. Currently I'm teaching a short 1 unit course, an introduction to sustainability at the MBA level, and have a proposal under review for a 4 unit undergraduate course on this topic. As far as I know, these are the first courses on sustainability to be offered in the business school.

Colleagues to participate

I am applying for this grant on the recommendation of my colleague Andre Delbecq. I haven't had the opportunity yet to talk with other faculty in the Leavey School or elsewhere on campus about though MBA and undergraduate curriculum committees are aware of my interests in this area. I feel confident that colleagues in economics, marketing, accounting, and other business disciplines, along with environmental studies, philosophy, engineering, law, and elsewhere across the campus would want to join a dialogue to explore the possibilities of designing a cross-disciplinary curriculum for teaching sustainability. In addition to curriculum development, I

hope we would design and carry out collaborative cross-disciplinary research for publication on a multidisciplinary approach to teaching sustainability across the curriculum.

Timetable

November-December 2009: I will meet individually with faculty in the business school, and across the campus in the law school, engineering, physical sciences, social sciences, and humanities, and invite them to participate in the project to develop a multidisciplinary curriculum to teaching sustainability at Santa Clara.

January 2010: Design and present a half day workshop to explore the development of a multidisciplinary approach to teaching sustainability and develop an agenda for the dialogue and design group. This would be open to all faculty in the university, with the hope that colleagues from the Leavey School and other disciplines would attend. Of particular interest are colleagues in philosophy, religion, environmental studies, engineering, social sciences, and business. With coffee and lunch.

February – May 2010: Hold a series of 8 dialogue sessions over lunch with the goal of developing concrete next steps for designing a multi-disciplinary undergraduate sustainability curriculum in the business school and in other schools across the campus. At one of these sessions we would invite a faculty member from another university that is already working on a multidisciplinary approach to teaching sustainability.

March 2010: I'd like to attend the International Association of Business and Society conference on sustainability where I will be presenting a panel session on community-corporate partnerships and stakeholder dialogue for sustainability initiatives.

May 2010: Invite academic administrators to join in an extended broader conversation to advance the design of a multidisciplinary undergraduate sustainability curriculum. 3 hour meeting with coffee.

Proposed outcomes

1. Set of potential guidelines for a multidisciplinary sustainability curriculum
2. Proposal, design, and date for a campus-wide conference with the President, Provost, Center directors, Deans, and interested faculty to expand the conversation on a multidisciplinary approach to teaching sustainability.
3. Proposals for funding for research projects on the pedagogy of multidisciplinary approach to teaching sustainability
4. Presentations at teaching conferences on the development of the curriculum for teaching sustainability using a multidisciplinary approach.
5. Contributions of new ideas and fresh perspectives when 3 colleagues attend conferences that focus on sustainability in their disciplines, or across disciplines. The dialogue group benefits from the ideas and materials they bring back from these conferences.

Budget

1. Lunches for the dialogue group for 8 sessions. Size of group estimated at 10 – 12.
\$600
2. Books and reading materials for the dialogue group
700
3. Coffee and lunch for half-day workshop for perhaps 30 people.
300
4. Travel, lodging, and conference registration fees for 3 faculty
3000
5. Honorarium and travel expenses for a faculty resource person
350
from another university that is already working on a multidisciplinary
approach to teaching sustainability.
6. Coffee for conversation with academic administrators to advance
150
the design of a multidisciplinary undergraduate sustainability curriculum.

Total
\$5000