Penn’s Green Campus Partnership is now accepting student applications to the Integrating Sustainability across the Curriculum’s (ISAC) student research Internships. This eight-week summer program teams students with participating faculty to revise or develop a new course that incorporates sustainability as a theme in the course. Each student works with two faculty members, 20 hours each per week, and their work may involve researching new material for courses, compiling course reading lists, or developing new assignments or exam questions. Throughout the summer each student research intern will be expected to:

- Work closely with the assigned faculty on the development of their courses;
- Participate in workshops and sustainability-themed field trips with other students;
- Present their course development in a poster session during the following fall semester.

The Integrating Sustainability across the Curriculum program is a key component of the Penn Climate Action Plan, and is designed to support the development of new coursework that addresses critical issues in 21st century sustainability.

The research internships are considered equivalent to a full-time job (40 hours a week); interns will be paid $11 hour for the eight-weeks, in June of 2018.

Application Deadline: **Friday, March 2nd, 2018**

**HOW TO APPLY**

Send the following as PDFs to sustainability@upenn.edu with “ISAC 2018” in the subject line.

- Resume
- Transcript (need not be official)
- 1 page statement of interest in the internship position and your first and second choice of course sets (listed below) to work on this summer, including the reasons why you’d be a good choice to support these courses:
ISAC Course Set #1

- **STSC 168 – Environment and Society – Etienne Benson**, SAS / History & Sociology of Science
  Dr. Benson has taught STSC 168 since 2015 and will teach it for the fourth time in the Fall 2018. The course is an introductory survey of human-environment relationships through time, from the origins of *Homo sapiens* to the present day. It draws most heavily on environmental history and history of science, but also on scholarship in anthropology, philosophy, and other humanities and social sciences disciplines. At the end of the course, students should have a historical and social grounding for understanding contemporary issues while also honing their skills in interpreting historical sources and crafting arguments. The ISAC student will assist Dr. Benson in developing both individual and collaborative, active projects for the course.

- **OPIM 762 – Environmental Sustainability and Value Creation** – Carolyn Kousky, Wharton/ Risk Management and Decision Processes Center
  Dr. Kousky will be redeveloping the course and offering it for the first time in the Fall of 2018. It is an upper level course open to undergraduate and MBA students at Wharton. The course will focus on sustainability practices, largely from the point of view of “the firm”; however, the course will begin with a discussion of the role of business in pursing sustainability objectives and with general trends over time on this topic. In addition, the course will discuss the practical challenges sustainability officers may face and examine value creation of new and innovative services and products related to corporate sustainability. The ISAC student will assist Dr. Kousky in identifying scholarship on related topics and developing assignments for the course.

ISAC Course Set #2

- **Climate Change and the Environment in Nursing Online** – Adriana Perez, School of Nursing Family and Community Health; Joe Gomez, School of Nursing Facilities; and Lucia DiNapoli School of Nursing Administration
  The ISAC student working on this project will work with three professionals within the School of Nursing to update an existing online, undergraduate nursing course. This course includes fundamental topics regarding the health effects of climate change, particularly among vulnerable populations, as part of the social determinants of health. Addressing climate change requires recognition of our individual role and collective capacity to contribute to clean air and a safe environment in the clinical setting, as well as academic/campus and community settings. Discussions will include the most current evidence to provide optimal patient care within a changing environment, guest speakers/leaders in the field, an online discussion board, as well as
a live “class” session online, interactive tools for environmental assessment, current and emerging policies related to climate change. The ISAC student will assist by building on existing data and resources that were collected in 201-18 as well as working to develop the syllabus and online presentations.

- **Environmental Sustainability Advisory Committee Research** – Daniel Garofalo, Penn Sustainability Office
  As part of the planning and development process for the next campus sustainability plan, the Penn Sustainability Office has been meeting regularly with our Environmental Sustainability Advisory Committees to develop goals. Goals span seven different initiative areas, however the ISAC student will focus on Academics. The ISAC student will assist the Penn Sustainability Office by performing research into best practices and trends among our peer schools within goal setting for sustainability within Academics.

**ISAC Course Set #3**

- **Water Compendium** – Howard Neukrug, Earth and Environmental Science
  The ISAC student will assist Howard Neukrug, Professor of Practice, at the Water Center at Penn to research, develop, and publish a compendium of Penn’s Water Courses and Subject Experts. Penn has many great courses, lecturers and professors that focus on one or more critical aspects of water (e.g. climate change, technology, policy, science, urban resiliency, landscape design, oceans and rising tides). However, there is no comprehensive listing currently available that conveys the depth and breadth of either the course offerings or the in-house expertise available. This work will assist students interested in studies or a career in the water sector; support the analysis and development for new course offerings; and help create a bridge for the greater academic community involved in water research and teaching.