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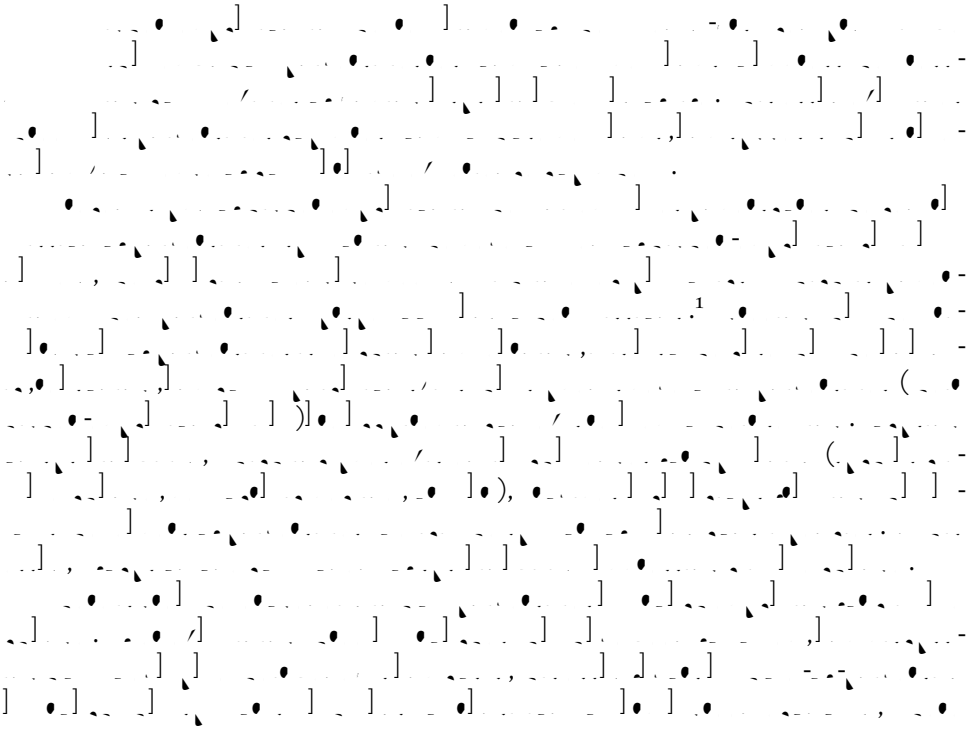
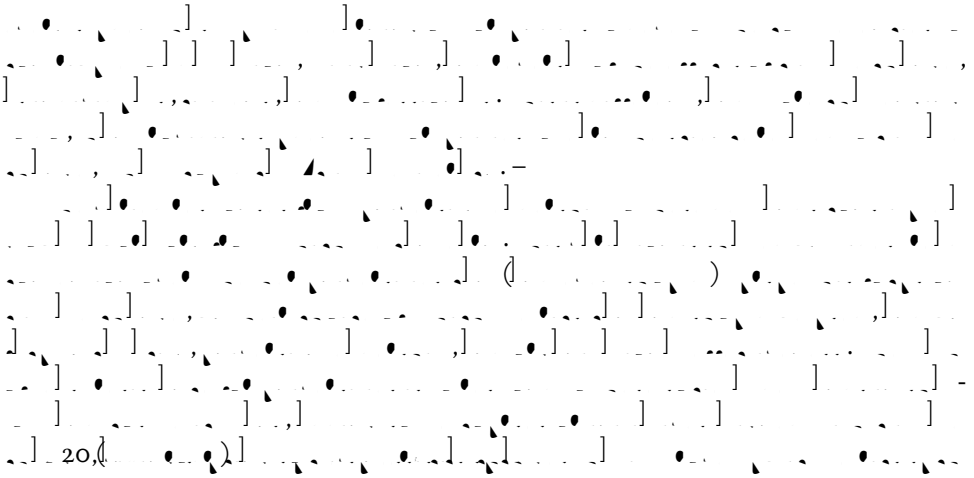
Fernando M. Reimers

This essay examines how universities are responding to demands to educate students for climate action. I argue for a whole-of-university approach, in which sustainability becomes part of the mission of the university, and translates into reimagined forms of education, research, outreach, and management of the university operations. This approach runs counter to the most common response of universities, incremental to new demands, and is likely to take place only in institutions with greater capacity for innovation. Strategy and knowledge are key resources to support such innovation, drawing on the comparative analysis of the global experience of higher education, as there are already high rates of institutional innovation globally in educating for climate action.





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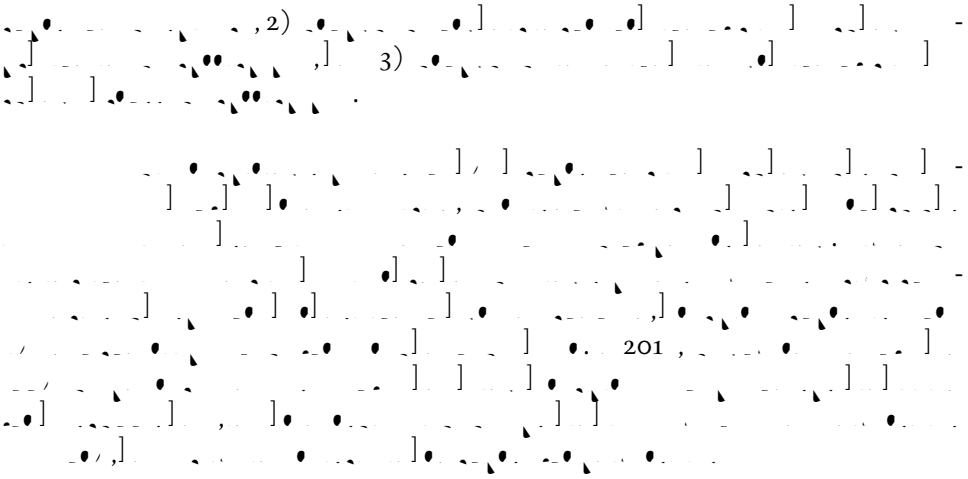
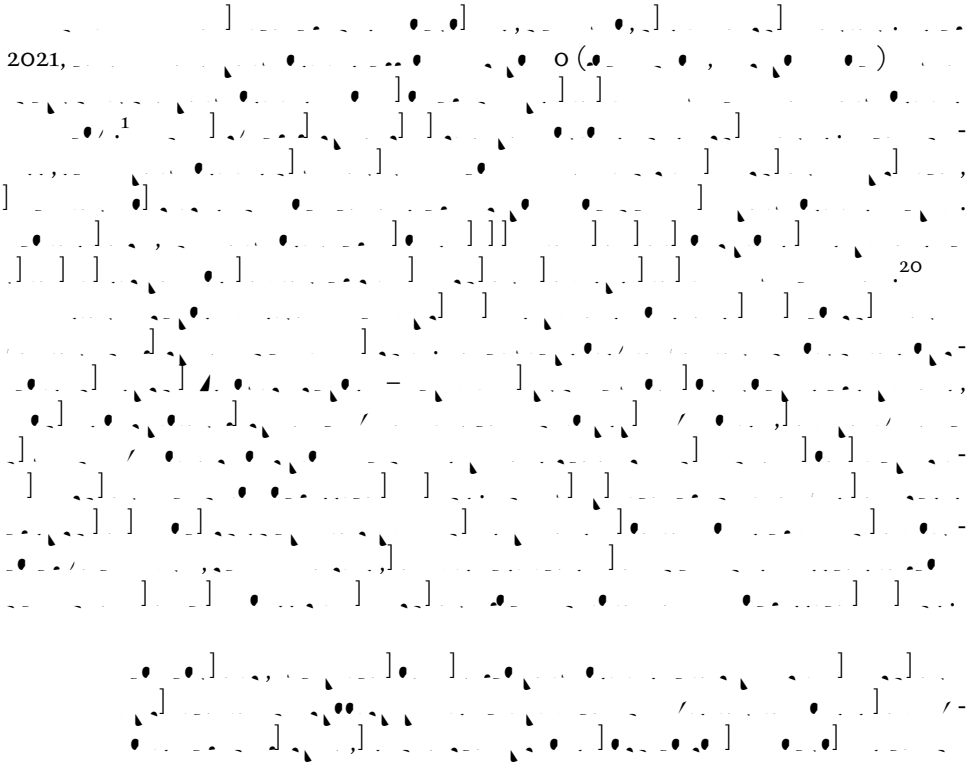


> [This] elective online module for all university students of all disciplines, [was] shaped around the interdisciplinary nature of the concept of sustainability, focusing on the intersection of economic, social, and environmental dynamics. This module, known as "lecture 0," was designed as propaedeutic to any course of further specialization, with a view to training students to think in an integrated fashion across natural and social sciences.[18]



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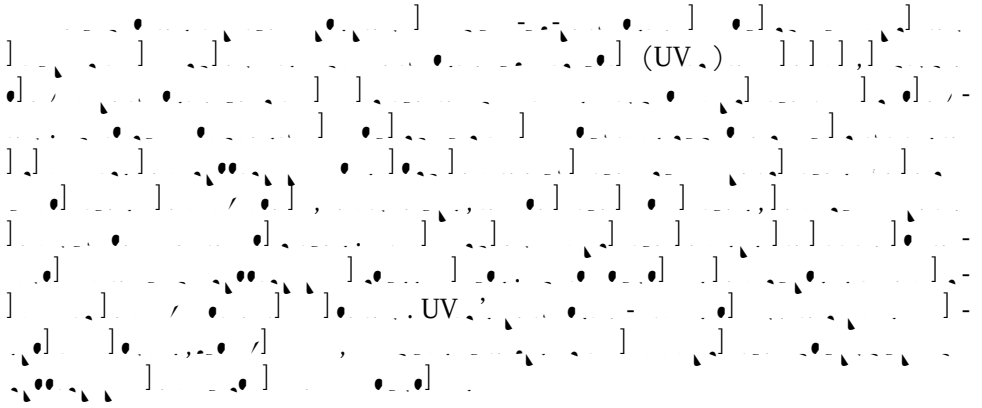
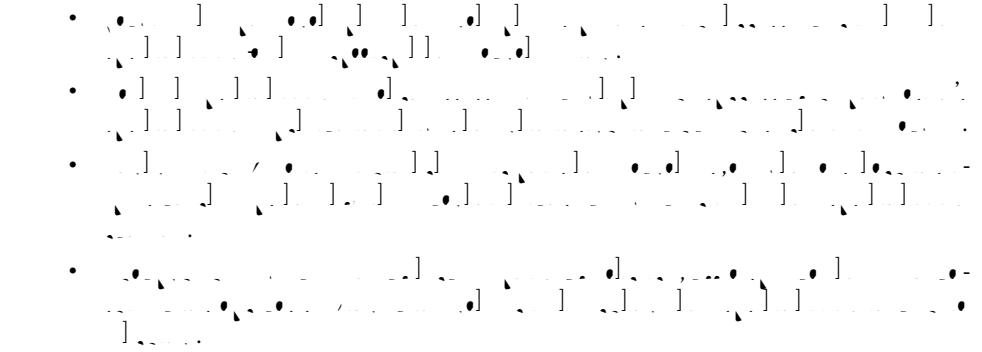


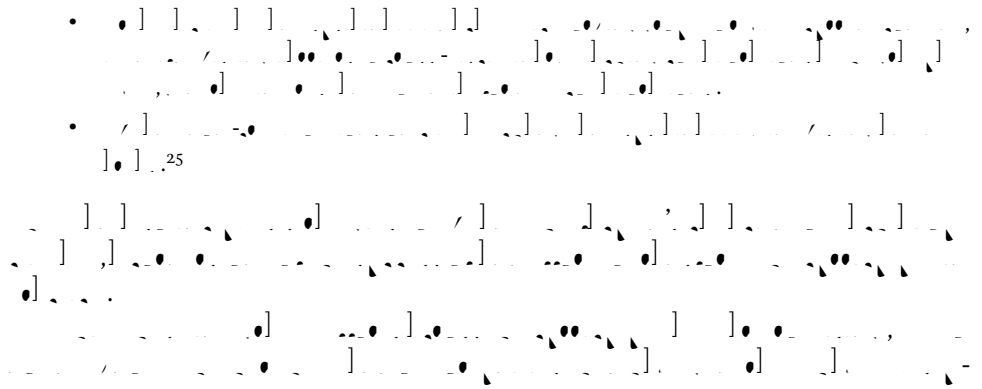
Strategy 7.1. Provide a new lens to existing, and develop new, academic programs and learning outcomes to include climate and sustainability content that actively engages with the challenges posed by colonization and inequities.

ACTIONS



y .2. Develop diverse, innovative, cross- and inter-disciplinary graduate programs and experiences focused on climate and sustainability challenges.

ACTIONS



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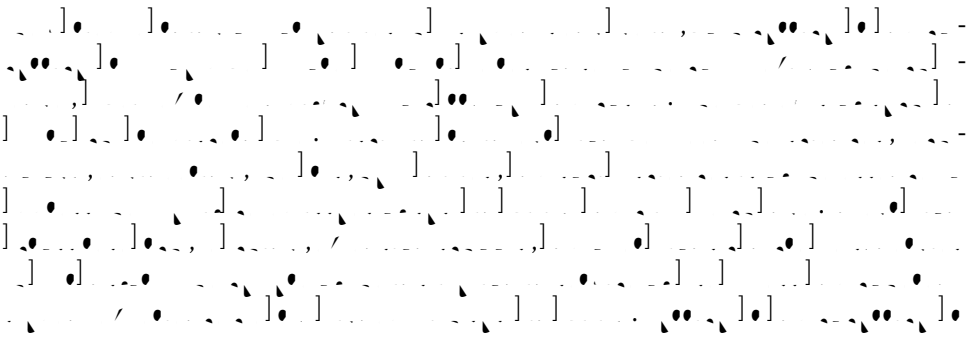

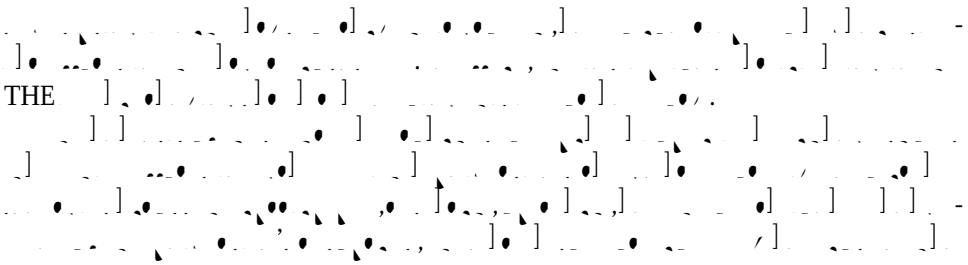

ery Discipline," in *Handbook of Climate Change Mitigation and Adaptation* (Berlin: Springer, 2022), 3409.

[7] *The Impact Rankings: Methodology 2022* (London: Times Higher Education, 2022).

[8] "Awards," Times Higher Education, https://www.timeshighereducation.com/events/awards (accessed April 11, 2024).

[9] International Labor Organization, *Greening with Jobs: World Employment Social Outlook 2018* (Geneva: International Labor Organization, 2018).

[10] Petra Molthan-Hill, Nicholas Worsfold, Gustavo J. Nagy, et al., "Climate Change Education for Universities: A Conceptual Framework from an International Study," *Journal of Cleaner Production* 226 (2019): 1093.

[11] Molthan-Hill, Worsfold, Nagy, et al., "Climate Change Education for Universities."

[12] David J. Hess and Brandi M. Collins, "Climate Change and Higher Education: Assessing Factors that Affect Curriculum Requirements," *Journal of Cleaner Production* 170 (2018): 1451–1458, https://doi.org/10.1016/j.jclepro.2017.09.215, as cited in Molthan-Hill, Blaj-Ward, Mbah, and Ledley, "Climate Change Education at Universities," 3401.

[13] Maria Ojala, "Facing Anxiety in Climate Change Education: From Therapeutic Prac-

[24] "Plan Estratégico 2025" [Strategic Plan 2025], Tecnológico de Monterrey, https://tec.mx/es/planestrategico2025 (accessed April 11, 2024).

[25] "These goals were developed by the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) Nations' Task Force, which was an Indigenous-led task force" working in partnership with UVic. For more information, see the Goals & Strategies section of "Climate and Sustainability Action Plan 2030 actions," University of Victoria, https://www.uvic.ca/about-uvic/climate-sustainability-plan/csap-actions.php (accessed April 11, 2024).