Sustainability in higher education has become a highly debated subject with unprecedented interest over the last five years (Barber, Deale, & Goodman, 2015). Moore (2005) noted "a need to envision what a ‘sustainable’ university might look like, including visions of sustainable education programs and sustainable education communities" (p. 327). Currently, nearly 700 college and university leaders have signed the American College and University Presidents’ Climate Commitment, agreeing to make "sustainability a part of the educational experience for all students." There has also been progress in engaging the federal government in recognizing the importance of Environmental Sustainability (ES). Since the broad scope of ES can cross academic disciplines due to its foundation in interdisciplinary research, colleges and universities have rushed to "be green" in areas including engineering, business, management, and tourism (Dale & Newman, 2005). Despite this push in higher education, ES is receiving scant attention in sport management education; yet, these programs educate future operations, event, and financial managers in the sport and venue management businesses. These future professionals will ultimately be charged with dealing with the triple bottom line of sustainability: environmental, social, and economic sustainable systems. Universities, and their respective sport management programs, therefore, have an important role in training future sport business leaders and providing them with skills needed given dynamic requirements governing environmental issues. The purpose of this presentation, therefore, is to demonstrate to sport management colleagues how to infuse sustainability in various sport management courses across the curriculum through theoretical, practical, and applied course topics.

Environmental Sustainability in Sport

The “going green” phenomenon has captured the public’s attention with regard to increasing concern about the environment and the legacy this generation is leaving behind for the next. According to the United Nations, climate change and the environment are two of the most pressing issues the world faces today (United Nations, n.d.). An industry that has taken a long-term and focused role in the “going green” movement is professional sport organizations. In 2003, sport organizations began to put a stronger emphasis on integrating sustainable practices into their operations. The Philadelphia Eagles were the first sport organizations to conduct a green renovation on a professional sports stadium and set a high bar for other professional sport leagues to follow (National Resource Defense Council, 2012). In her 2009 Zeigler Lecture, Thibault (2009) illustrated the issues facing sport and noted the relationship to the global environment through accommodating participant’s involvement in sport. Currently, Major League Baseball, the National Basketball Association, the National Hockey League, the National Football League, Major League Soccer, the U.S. Tennis Association, and NCAA Final Four all have “Going Green” efforts in place (Natural Resources Defense Council, n.d.). Moreover, over 15 professional stadia or arenas have achieved LEED green building certifications, with 18 venues having onsite solar arrays and 68 with energy efficiency programs. In addition, over 38 professional teams have shifted to some type of renewable energy within their operations (National Resource Defense Council, 2012). These numbers continue to grow as awareness of environmental problems becomes a top of mind issue.

Following the lead of professional sports, college sports have also adopted greener practices, engaging millions of college sports fans in nonpolitical public education about environmental protection (National Resource Defense Council, 2013). College sports also offer an opportunity to bring sustainability into mainstream campus culture. Casper and Pfahl (2012) found that sport and recreation students who are aware and value environmental issues are more likely to believe that something should be done and are more likely to engage in learning.

Contribution to Teaching Body of Knowledge
In approaching how to best integrate sustainability into the sport management curriculum, there are two methods of concept delivery that predominate sport management programs. The first method is to provide specific courses designed to cover topics that fall within an appropriate concept (i.e., an entire course devoted to sport management sustainability). The second would be to deliver those topics across the curriculum (i.e., infusing environmental sustainability into the content of multiple courses taught in the sport management curriculum). Sport Management has begun to address ES primarily through a chapter or presentation by an adjunct professor or guest speaker in facility management courses (IAVM, 2014). Contrary, the current presentation will focus on the latter method by showing colleagues how to infuse sustainability into various existing sport management courses and training programs through theoretical, practical, and applied course topics, using a college athletic department as a common denominator. When students are taught how sustainable principles are related to specific management tasks in diverse courses (such as facilities, strategic management, food services, or marketing), they will be better prepared to put these topics into practice in the operation in the management of sport businesses (Jurowski & Liburd, 2001). However, the integration of sustainability principles into current course work can be a complex and difficult process, particularly for instructors not well versed in the subject matter or current literature. The purpose, then, of this presentation is to generate an awareness of sustainable sport management principles and practices that may be applied by our colleagues to future sport and facility managers into the current curriculum and provide numerous examples across various courses where a discussion of sustainability could inform management decision making. By showing colleagues how to integrate topics into their existing curricula, they are more likely to be willing to engage students in a topic with which they may be personally unfamiliar, yet which their students may have a burgeoning interest, ultimately providing students with new knowledge that can be directly applied in their early careers. The presentation will also provide resources to help them add ES into their curriculum through handouts, websites, textbooks, and organizational handbooks.