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# **Environmental Sustainability and Sport Management Education: Bridging the Gaps**

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## **Abstract**

Although sport management higher education has recognized the need to include environmental sustainability in curricula, little is known about the scope and content of environmental sustainability curricula. This study conducted an inventory of environmental sustainability courses offered in sport management programs. A questionnaire was distributed to 553 faculty members from North American higher education institutions. Additionally, a panel of experts were interviewed about the benefits, drawbacks, and challenges of including sustainability in sport management curriculum. Findings reveal that very few programs currently have stand-alone courses dedicated to environmental sustainability in sport. There are significant barriers to adopting environmental sustainability in sport as a stand-alone course and as a module, which certainly makes developing stand-alone coursework a long-term process. However, these challenges have not stopped many programs from incorporating these topics into their programs of study in other creative ways. The paper suggests ways to overcome barriers and integrate environmental and sport management education.

Key words: higher education, environmental sustainability, curriculum, sport

## **Introduction**

Sport organizations have recently started to pay considerable attention to environmental sustainability as part of their response to industry trends and policies of making the sport sector more sustainable (Trendafilova, Babiak, & Heinze, 2013). Correspondingly, sport management higher education, being a key stakeholder of the sport sector that prepares upcoming specialists to ideally develop sport in a sustainable manner, has recognized the need to include environmental sustainability in curricula (Pfahl, 2015). This can enable future professionals to develop skills and be equipped with the tools to manage the environmental impacts of sport. However, little is known about environmental sustainability curricula in sport management and how topics of sustainability can best be integrated into the standard coursework.

Therefore, the purpose of this study was to conduct an inventory of current environmental sustainability courses offered in sport management programs. Additionally, we sought the input of a panel of faculty who are experts in the area of environmental sustainability in the sport context to give insight into these programmatic trends. The paper first reviews the literature on the resonance of environmental sustainability for the sport sector and the underlying issues, gaps and perspectives in sport management education. The methods employed in the study are explained followed by the presentation of results and a discussion of key findings.

### **Resonance of Environmental Sustainability in the Sport Context**

The sport industry has recently witnessed a shift in which organizations have begun to place considerable importance on becoming more environmentally conscientious at the collegiate, professional, and international levels (Babiak & Trendafilova, 2011; Greenhalgh, LeCrom, & Dwyer, 2015; Trendafilova, Babiak, & Heinze, 2013). For example, there have been numerous on-campus efforts in collegiate sports such as the development of recycling programs

and increased attention given to the issue at campus recreation and associated sporting events (Casper et al., 2014; Pfahl, 2015). Similarly, at the professional level, major sport leagues in North America are collaborating with the National Resources Defense Council (NRDC) in order to implement systems, structures and specific programs to engage in greening initiatives (Trendafilova & Babiak, 2013). Furthermore, at the international level, Australia has a number of leaders in environmental building and design practices within the sport sector. Many of the efforts were inspired by the 2000 Sydney Olympics, and since then, the Sydney Olympic Park Authority (SOPA) have expanded the design and use practices to all those residing within its community (Trendafilova, McCullough, Pfahl, Nguyen, Casper, & Picariello, 2014). These examples demonstrate how important sustainability has become in the sport context.

Accordingly, environmental initiatives within the sport industry are taken as part of community outreach that encourages sport personnel to give back to the local community (Carroll & Shabana, 2010; Pfahl, 2015). This underlines essentially a movement away from exploiting the environment to one of being responsible and valuing the protection of the natural environment (Glicken & Fairbrother, 2000).

However, environmental sustainability is not adopted with the same pace and determination along different sport sectors and domains. For example, as Mallen et al. (2010) observe, environmental sustainability is slowly gaining credibility and becoming a priority at sport facilities in North America, although these facilities may lack the financial investment to support quick and impactful advancements in sustainability initiatives. Similarly, Trendafilova, Kellison, and Spearman (2014) examined the environmental practices of small-scale sport facilities and concluded that multiple challenges prevent sport facility managers from adopting environmentally sustainable initiatives such as lack of education, the age of the facility, limited

funding, and insufficient human power. In this regard, deficiencies in the adoption and application of environmental initiatives in the sport industry illustrate that there is a need for a broader framework to encompass the integration of environmental sustainability into different sport industry sectors and contexts. Moreover, Mallen et al. (2010) reviewed the sport management literature and discovered the paucity of research regarding environmental sustainability. They pointed out multiple gaps including challenges, barriers, best practices, competencies and education.

### **Environmental Sustainability and Sport Management Education**

A foundation for the development of a comprehensive understanding of environmental sustainability across the sport industry is education. In particular, the natural environment provides opportunities for experiential learning, as it touches all aspects of organizational operations in both strategic and operational ways (Pfahl, 2015). The inclusion of the natural environment within various components of a sport management curriculum ultimately develops a student's theoretical and applied understanding of what managing a sport organization involves (Pfahl, 2015). Consequently, a number of scholars have expressed the need for students to be educated on the topic of sustainability. This call cuts across the sport management, tourism, and recreation sectors (Casper & Pfahl, 2012; Hales & Jennings, 2017).

On a broader level, a growing recognition has emerged that environmental sustainability should be embedded into higher education aimed at changing students' thinking and behaviour regarding the environment (Mitchell & Walinga, 2017; Thomas, 2009). Hales and Jennings (2017) suggest that even though progress in education for sustainable development has been limited, there has been some improvement in sustainable practices in higher education in terms of government-led incentives, socio-economic expectations of education, partnership platforms,

student leadership and experiential practice in the curriculum. However, these changes have not been sustained in universities (Tilbury, 2011). That is, most higher education programs do not have a critical dimension to the extent that the major socio-economic and environmental problems are pedagogically addressed in order to produce more reflexive practitioners (Hales & Jennings, 2017). As Thomas (2009) found, higher education should develop student problem-solving skills and the ability of students to assess environmental impacts, initiate and manage environmental change, identify the important attributes of the environment, and acquire knowledge regarding sustainable development while encouraging them to adopt values conducive to environment.

In this respect, Hales and Jennings (2017) maintain that learner-centered, critical and transformative approaches are important in facilitating the development of more complex ways of thinking about sustainability. Similarly, it has been suggested that there is an urgent need to educate students through comparative analysis that is creative effective, and acceptable to the transformative principles of sustainable development (Liu et al., 2017). Along these lines, Hales and Jennings (2017) argue that transformational learning constitutes a key pedagogical approach suited to sustainability in the classroom as it facilitates the adaptive capacity of individuals and groups to uncertainty. As such, they emphasize that the need for more attention to sustainability education needs to be imbued with a conscious focus on offering a transformative educational experience that enables students to develop the capacity for solutions to complex problems.

Within sport management education, environmental sustainability remains tentative and dispersed across different courses and subjects. Yet, its importance has been highlighted in order for becoming a distinct part of sport management higher education programs. This argument lies at the reasoning that the sport management curriculum is a pre-hire anticipatory socialization

stage in which students are preparing themselves for personal and career challenges within the sport industry (Pfahl, 2015). As such, their experience affects developing environmental perceptions and understanding of environmental issues, as well as their inclination to take action. (Casper & Pfahl, 2012). This brings to the fore the potential of sport management education to shape future actions in the sport industry (Pfahl, 2015). Incorporating the environment into sport management education can shape assumptions, encourage innovative strategies and options that drive the advancement of environmental sustainability (Mallen et al., 2010). The challenge then, is how environmental sustainability can be effectively incorporated into the sport management curriculum.

Mallen et al. (2010), guiding sport management educators in embedding environmental sustainability throughout the curriculum, put forward three central themes. First, a shift in thinking is needed to foster a vision of advances to managing effectively the business-nature interface by changing the ways of thinking about doing business (Sharma et al., 1999). Second, developing responsiveness about the environment is important for shaping managerial and operational performance strategies. Third, determining the appropriate environmental impact of sport could alter the direction of sport for environmental responsibility. This type of change in thinking may require a transformative learning experience (Mezirow, 2003, 2009).

Transformative learning is when problematic frames of reference, such as fixed mindsets, sets of assumptions or expectations, are challenged and encouraged to become more inclusive, discriminating, open, reflective, and emotionally able to change (Mezirow, 2009). Pfahl (2015) argues for a shift from focusing on single aspects of environmental initiatives, such as disposal waste, recycling, or renewable energy systems, to a holistic approach and balanced understanding of environmental issues in the sport context in order to enable students see what

actions are needed. This argument is based on the idea that such a broad approach should seek to connect intellect, application, philosophy, and emotion into an immersive set of applied experiences that result in the necessary transformative learning experience (Mezirow, 2003, 2009; Pfahl, 2015).

Consequently, a holistic perspective on environmental sustainability within sport management education can be grounded in transformational learning. From this perspective, it is pivotal to enable the adaptive capacity of students for working and living in an uncertain world where the challenges and potential solutions are directed by the contextual demands of the lived experience of the students. This can help develop more complex thinking about sustainability, thereby facilitating critically aware, reflexive, autonomous learners (Hales & Jennings, 2017). On this basis, a fundamental premise to transformational change needed to address the complex problems of sustainability is the development of concepts that change the way students think and act (Hales & Jennings, 2017). In this vein, the nexus of relationships and issues between sport and the natural environment can be more effectively revealed, examined and understood by students.

## **Methods**

The data collection process incorporated a survey and interviews. Prior to any data collection, an IRB approval was acquired. Initially, a questionnaire was distributed to 552 faculty in North American higher education institutions, which offered a sport management degree (either undergraduate or graduate). These institutions were identified through the North American Society for Sport Management affiliated program page. The questionnaire was circulated online via publicly available faculty email addresses, which were collected manually

using institutional directories. The survey contained 28 questions, which were developed based on the review of literature and in consultation with an expert in the area of environmental sustainability in sport. Of the 28 questions in the survey, six were open-ended and solicited a response from the participant. Two follow-up invitations to participate in the survey were sent out over the span of three weeks. At the conclusion of data collection, 123 respondents had completed the questionnaire, providing for a response rate of 22.28%. The moderately low response rate limits the generalizability for the study as those programs that did not respond to the survey request may be systematically different from those who did respond to the survey. Even so, the responses do provide insight into the current practices at a number of different universities programs offering sport management instruction.

In addition to the survey, a panel of experts in the area of environmental sustainability in sport were invited to participate in an interview about coursework in sport management, and more specifically environmental sustainability. For the purposes of this study, experts were identified as university faculty members who are currently highly engaged in research involving environmental sustainability in sport, and whose work has historically been most cited within academia in regard to the focal topic. The panel consisted of six individuals, two of which are associated with institutions outside the United States. The interview protocol contained five main questions, including:

- In your experience, do you feel there is a significant and important relationship between sport organizations and environmental sustainability?
- For students entering and starting a career in sport management, why might learning about environmental sustainability be important? What disciplines within

sport management have the strongest connection with environmental sustainability? (e.g., facilities, marketing, event management, etc.?)

- How might instructors approach building a stand-alone environmental sustainability course dedicated to sport management?
- How might an instructor dedicate a module within a course to environmental sustainability? Would such a module be useful?
- Should environmental sustainability become one of the pillars of sport management education?

Follow-up questions provided for more in-depth information. The interviews lasted about 30 minutes and were conducted individually with each participant. The goal of these interviews was to gain insight into the importance, benefits, and challenges of including environmental sustainability in sport management curriculum.

The quantitative data was analysed with descriptive statistics to find trends and patterns in the responses. For the qualitative panel interviews, data was categorized with a deductive coding in which the investigators looked specifically for the benefits, drawbacks, and challenges the participants addressed. The research team reviewed and analysed both data sets (i.e., the qualitative and quantitative data) independently. Results from the survey as well as the expert panel interviews are listed in the following section.

## **Results**

### **Survey Results**

Results from the survey are summarized in Table 1. These figures represent the descriptive data for whether a full course or specific module was offered and at what level (undergraduate or graduate), when the course/module was offered, what prevents a

course/module from being offered, and if the program has plans for offering a course/module in the future. For stand-alone courses, it is instructive to note that in every case in which a stand-alone course in environmental sustainability in sport was offered, it was instructed by a faculty member with expertise in this area. Overall, 8.94% of respondents reported offering a stand-alone course, and 71.19% offered some content related to environmental sustainability in sport as a module within a parent course.

The parent courses for the environmental sustainability in sport modules varied. Some respondents reported that this content was taught in sport marketing (8.70%) and financial aspects of sport (2.90%). Other respondents reported the module being taught in special topics courses (5.80%) or issues and trends in sport courses (10.14%). The majority of modules were found in sport and event management (21.74%) and sport facility management (35.51%). In addition, 15.22% of respondents reported that this content was covered in another course that was not listed among the options (15.22%). In the comment box provided in the survey, the respondents listed courses including introduction to sport management, sport management foundations, sport and tourism, sport and society, sport policy, global perspectives in sport, ethics in sport, sport governance, sponsorship in sport, and strategic management in sport.

--- Insert Table 1 Here ---

Respondents were also asked to provide brief feedback about the benefits and challenges of offering this material as a stand-alone course and/or as a module. In addition, if respondents noted that they did not offer a course in environmental sustainability in sport, they were prompted to comment on the factors that prevented them from offering the content as a module and/or as a stand-alone course. In general, respondents who discussed the benefits of offering environmental sustainability as a stand-alone course or as a module both mentioned increased

levels of understanding, awareness, and importance about the relationship between sport and the environment. In addition, some reported that offering environmental sustainability material as a module within a different course allowed them to see their primary content (e.g., marketing) through a new and valuable lens. Some of the challenges brought up in the comments focused on the lack of interest by students, underdeveloped materials to draw from, and not having enough time to fit the material in during a semester. Some respondents also mentioned how students in certain regions are unfamiliar with the concept of environmental sustainability in general, which makes introducing topics and discussing the content somewhat of a challenge. For those respondents who did not offer coursework in environmental sustainability the lack of time, faculty members, general expertise, accreditation requirements, research, and general development in the field all were major factors preventing programs from offering environmental sustainability in sport as a stand-alone or module within a different course. Table 2 provides a summary of this feedback with representative quotes.

--- Insert Table 2 Here ---

## **Interview Results**

Results from the interviews with experts revolve around three key issues: (1) the role and importance of sustainability in the context of sport, (2) challenges associated with implementing coursework in sustainability, and (3) the future of environmental sustainability in sport management curriculum. These three issues are discussed in more detail in the following subsections.

**Role and importance of teaching sustainability in sport.** Each of the panel experts discussed the role and importance of sustainability in the realm of sport and consequently the importance of educating students on the topic. As participants indicated, the relationship between

sport organizations and the environment is reciprocal. In other words, sport impacts the natural environment and at the same time the natural environment impacts sport. For example, one participant pointed out, “There needs to be a response that echoes the call from the United Nations to integrate sustainability development goals into the sport industry.” Another respondent connected the importance of environmental sustainability in sport with the need to teach this content in higher education:

“There needs to be a paradigm shift in our professional preparation of sport management students to understand the simplicity to consider more environmentally sustainable decisions across organizations. This can include and primarily apply to facility and event operations. However, there are more considerations that should be factored into sport management education including strategy, marketing, sponsorship, and law.”

One of the panel respondents noted that a detailed background in the exact science of environmental sustainability may not be necessary to teach the course or convey the importance of it, saying:

“Every student, no matter his or her particular career goals, needs to understand his or her environmental impact when working in sport...becoming an environmental scientists or expert in green chemistry is not what is needed. Mindfulness of issues is a starting point. Mindfulness leading to application or practice in ways that minimize environmental issues to the greatest extent possible is the goal”.

Another respondent connected the idea of the importance of learning about environmental sustainability in sport with ways this will help students be more competitive in the job market, by stating the following:

“Learning about sustainability is important for students interested in sport management careers, especially those related to events, venues, and operations. It is important, because it represents a ‘new’ skill and one that older venue managers may be less inclined to pursue due to a lack of familiarity of best current practices.”

In summary, experts in the field of environmental sustainability in sport independently agreed not only that the topic is important, but also that students should at least be exposed and become aware of the connection between sport and the environment. For example, a participant shared:

“I think that every sport management student should have an understanding of the importance of environmental sustainability, an understanding of the impact that environmental protection plays within sport (and sport operations), and the understanding of how to implement environmental sustainability (internally and externally) as future sport managers.”

This comment clearly emphasizes the purpose of educating students in the area of environmental sustainability in the sport industry as understanding the role of environmental protection within sport and how to implement it. This leads to the next issue of implementing coursework on the topic.

**Challenges associated with implementing coursework in sustainability.** The second issue the panel experts discussed related to the challenges associated with implementing courses/modules specifically focused on sustainability in sport. Participants agreed that the lack of faculty expertise in the area of sustainability within the department could be a challenge in offering a stand-alone course. For example, one participant indicated: “I would see this being hard for those who have a base knowledge and interest in the subject.” However, experts suggested that a module in nearly every sport management course can be implemented. For

example, one of the participants pointed out: “Environmental sustainability should be integrated into every component of sport management education as it is not a stand-alone topic.”

Specifically, in a marketing class, a discussion can take place revolving around campaigns that are designed to change other behaviours like recycling more or taking public transit to games, and a finance class can discuss the payback period for facility upgrades as well as cost savings due to adoption of more environmentally responsible practices.

Another important component related to course design was the idea that coursework should provide for some hands-on experience. One of the panelists recommended that: “It would be hard to keep the focus of students without an integrative experiential learning experience.” Additionally, a suggestion was made to use case studies as a way of introducing sustainability issues in various courses. Lastly, an interesting challenge related to coursework in environmental sustainability was the lack of published materials as one panel expert summed it up:

“Environmental sustainability should be an aspect that is incorporated into classes, but this will not happen until materials are readily made available to instructors through texts, modules, case studies, etc. If there are these materials then it is more likely that environmental sustainability becomes more prevalent in our sport management education.”

Although several challenges were identified, the overall vibe was that environmental sustainability would soon find its place as another pillar of sport management education.

**Future of environmental sustainability in sport management curriculum.** There was no doubt about the importance of environmental sustainability becoming one of the pillars of sport management education as it encompasses all areas of sport management (e.g., facility, events, marketing, law, ethics, finance). The consent among the panel experts was that by

addressing the negative environmental impact of sport, the field of sport management has the potential to make a cultural shift for the next generation. For example, one participant pointed out:

“The high profile of sport means that it has had, historically, no choice but to be a platform for social issues to manifest themselves (e.g., race, gender, economics, politics, now environment). This important social standing and contract should be embraced and not feared.”

Similarly, another participant shared:

“Sport managers must account for environmental concerns as much as they do financial issues or personal well-being. It is an organizational DNA element and not just a community/CRS initiative designed for goodwill.”

When asked whether environmental sustainability should become one of the pillars of sport management education, participants shared:

“Absolutely - sport must do their part to safeguard the natural environment for use today and in the future of sport. The communication capabilities of sport make it a terrific vehicle to aid in developing solutions to the environmental issues.”

“Sport is a key influential voice in the discussion and learning about environmental issues, especially when applied to educational settings (e.g., schools).”

It is encouraging to see that experts in the area of sustainability not only see the power of sport as a vehicle for social change and a platform for environmental education, but to feel the optimism in their voice that environmental sustainability would become a new pillar in the sport management curriculum.

## **Discussion**

The above results suggest that indeed environmental sustainability, especially in the context of sport management, is still a developing field of instruction. Very few programs currently have stand-alone courses dedicated to environmental sustainability in sport, and feedback from the questionnaire also indicates that there are also very few programs looking to add a dedicated environmental sustainability in sport course. There are significant barriers to adopting environmental sustainability in sport as a stand-alone course and as a module (e.g., acquiring materials, building expertise, finding examples, making programmatic space, etc.), which certainly makes developing stand-alone coursework a long-term process. However, these challenges have not stopped many programs from incorporating these topics into their programs of study in other creative ways.

As indicated by the interview participants, and supported by results from the survey, in cases in which resources are not available for a stand-alone course in environmental sustainability, it would be logical and natural to incorporate sustainability topics into already existing courses (e.g., sport event management, sport facility, financial aspects of sport, sport marketing, legal aspects of sport, strategic management of sport organizations, etc.) What is important to note here is that such integration would provide for a tangible, practical, application based, and hands on type of approach to environmental sustainability knowledge. For example, instructors in facility management may approach a module covering environmental sustainability by asking students to research trends and practices currently being utilized by recreation, collegiate, and professional sport organizations. Alternatively, instructors in a sport and event management course might ask students to engage in a case study in which they evaluate the positive and negative efforts regarding environmental sustainability at a local sporting event.

This approach to application and hands on learning would help students to engage in the topic in a way that would allow them to become aware of best practices in the industry.

Although the application of this type of knowledge is critical, approaching environmental sustainability from a different angle may also be beneficial to students. That is, instructors might engage students by asking questions about the duty of care and the responsibility to the natural environment that all stakeholders (e.g., athletic departments, fans, participants, employees, event organizers, etc.) involved in the delivery and consumption of sport have. Courses such as ethics in sport, sociology of sport, sport and social issues, global perspectives in sport, or sport policy may be particularly suited for this type of instruction and discussion. For example, an instructor in a global perspective of sport course might require students to research the harmful environmental effects of mega-sporting events, especially those taking place in underdeveloped regions, and discuss the consequences of these actions. Or, an instructor in sport policy might have students study the focal events leading up to the International Olympic Committee adopting environmentalism as the third pillar of Olympism. By challenging students to think about environmental sustainability at a higher level in this way, future industry practitioners will be better prepared to understand the complex and multidimensional nature that dealing with environmental sustainability in sport requires.

The data from the quantitative portion of the study highlighted the concern from some faculty about not being an expert in the field of environmental sustainability. However, a detailed background in the exact science of environmental sustainability may not be necessary to teach material related to environmental sustainability or convey the importance of the topic. In general, by adopting an integrative approach and incorporating environmental sustainability as a module into every component of sport management education instructors could eliminate many of the

barriers preventing programs from offering the content as a stand along course, such as the need to have the specific content expertise in the area. Instructors can leverage outside experts to visit the class as guest speakers to deliver this content. Such guest lectures could be delivered by faculty from areas of expertise in natural resources management, ecotourism, environmental impact assessment, or even practitioners in the field. In other words, involving units on campus that are active in the area of sustainability would treat campus as a learning laboratory with athletics being the focal point, and provide a great opportunity for students to learn about sustainability from different points of view.

Overall, there are multiple opportunities for instructing students in sport management programs about the need for and importance of environmental sustainability. Ultimately, it falls on the faculty in sport management programs to instruct and educate students on the ways in which they can deliver high quality sporting experiences, while also caring for the environment. By creatively working to overcome the current challenges preventing many programs from providing instruction on environmental sustainability in sport, students will be better prepared to enter the industry as they start their careers, and more knowledgeable as their careers progress and they transition into the individuals that will be leading the industry into the future.

### **Conclusion**

This study addressed the pressing need to bridge the underlying gaps between environmental sustainability and sport management education if it is to re-shape the future of the sport sector. While the status of environmental sustainability within sport management higher education curricula remains secondary, the sport industry is becoming progressively interested and active in environmental sustainability. Subsequently, sport management programs, given the resource constraints, need to find creative ways to integrate topics of environment protection and

stewardship in their offering. Incorporating discussions of environmental sustainability into the curriculum can challenge students to think of non-traditional ways of delivering sport while caring for the environment. Even programs with limited faculty, resources, or expertise in the area of environmental sustainability can still weave this topic into existing coursework.

Drawing upon the findings of this study, future research may focus on examining the coursework components and teaching/learning strategies that can optimize the integration of sport management and environmental education. Such an inquiry needs to develop a holistic framework that encompasses a balanced understanding of environmental issues in the sport context while designing transformative learning experiences for students. Accordingly, a holistic perspective on environmental sustainability within sport management education can be based on transformational learning and change aimed at nurturing the adaptive capacity of students for developing more complex thinking about sustainability. From this perspective, the intricate relationship between sustainability and environmental impacts of sport can be addressed by changing the affective, cognitive and behavioural frame of students' attitudes towards "what is needed" for building a sustainable sporting future.

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Table 1

*Descriptive Statistics for Programs Offering Environmental Sustainability in Sport*

| Item                                | Stand Alone Course |       | Module within Parent Course |       |
|-------------------------------------|--------------------|-------|-----------------------------|-------|
|                                     | n                  | %     | n                           | %     |
| Content offered                     |                    |       |                             |       |
| Yes                                 | 10                 | 8.94  | 84                          | 71.19 |
| No                                  | 112                | 91.06 | 34                          | 28.82 |
| Class level                         |                    |       |                             |       |
| Undergraduate                       | 1                  | 10    | 28                          | 35    |
| Graduate                            | 4                  | 40    | 16                          | 20    |
| Both Undergraduate and Graduate     | 5                  | 50    | 36                          | 45    |
| Timing of offering                  |                    |       |                             |       |
| Every semester                      | 1                  | 10    | 32                          | 40.00 |
| Once per academic year              | 5                  | 50    | 45                          | 56.25 |
| Every other academic year           | 4                  | 40    | 3                           | 3.75  |
| What prevents it from being offered |                    |       |                             |       |
| Lack of student interest            | 9                  | 8.49  | 1                           | 3.31  |
| Lack of faculty interest            | 25                 | 23.58 | 14                          | 43.75 |
| Lack of resources                   | 32                 | 30.19 | 6                           | 18.75 |
| Lack of admin support               | 2                  | 1.89  | 1                           | 3.13  |
| Other not listed                    | 38                 | 35.85 | 10                          | 31.25 |
| Plans to offer course in future     |                    |       |                             |       |
| Definitely yes                      | 0                  | 0.00  | 1                           | 3.13  |
| Probably yes                        | 10                 | 9.35  | 3                           | 9.38  |
| Might or might not                  | 23                 | 21.50 | 10                          | 31.25 |
| Probably not                        | 57                 | 53.27 | 13                          | 40.63 |
| Definitely not                      | 17                 | 15.89 | 5                           | 15.63 |

Table 2

*Benefits and Challenges of Offering Environmental Sustainability in Sport Content*

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| Themes                                      | Stand Alone Course   | Module within Parent Course  |
|---|--|--|
| Benefits of offering the course/module      | <p>“They have certainly gained a much better understanding of the concept of sustainability and how it relates to sport. My hope is that they will use that information in their future decision making.”</p> <p>“It is important to teach emerging topics like environmental sustainability to student to embrace future trends in the industry.”</p> | <p>“Students are aware of the importance of environmental sustainability in sport tourism”</p> <p>“Generates awareness of the impact sustainability has on the operation of facilities and events.”</p> <p>“Yes, it is a great opportunity for students to approach marketing from a different perspective.”</p> |
| Challenges of offering the course/module    | <p>“Not all students believe this is important when paired against revenue generation or keeping stakeholders (coaches) happy.”</p> <p>“Students are not brought up with the concept of sustainability in this region so it is a bit of a challenge to open them up to the concept in the first place”</p>   | <p>The text used in the course only briefly discusses environmental sustainability.”</p> <p>“The students don't seem interested”</p> <p>“Finding the expertise to teach apart from simple concepts.”</p> <p>“Lack of time during semester long course.”</p>  |
| Obstacles preventing offering course/module | <p>“Lack of available faculty”</p> <p>“Limited academic class space”</p> <p>“Not evaluated as important as a separate course”</p> <p>“Not part of COSMA”</p> <p>“Sports focus is still new”</p>  | <p>“Lack of research”</p> <p>“Lack of expertise in this area”</p> <p>“We only offer a few sport management courses and the courses are already packed with crucial content”</p>  |

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