# Article information:

Adaptable model for assessing sustainability in higher education - ScienceDirect
<https://www.sciencedirect.com/science/article/abs/pii/S0959652614007641>

# Article summary:

1. Sustainable development (SD) is a major challenge of the 21st century and SD education is a key element in this quest.

2. Universities have a moral responsibility to increase awareness, knowledge, skills, and values needed to create a just and sustainable future.

3. A variety of tools have been developed to assess advancement towards sustainability in higher education institutions, but most do not permit comparison among campuses.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article provides an overview of the current state of sustainability assessment tools for higher education institutions and proposes an Adaptive Model of Sustainability Assessment (AMAS). The article is well-researched and provides evidence for its claims, such as citing the United Nations' Decade of Education for Sustainable Development (2005-2014), Brundtland's definition of sustainable development (1987), UNESCO's mandate to incorporate principles, values and practices of sustainability into educational processes (1997), Cortese's recognition that universities prepare professionals who will play a key role in adapting society to a sustainable model (2003), Orr's argument that students learn from everything around them (1991), Shriberg's analysis of eleven assessment tools (2002), Lozano et al.'s elaboration on international declarations regarding sustainability in higher education (2013), Waheed et al.'s discussion on frameworks for assessing sustainability (2011), Lukman et al.'s observation that most tools do not permit comparison among campuses (2010) and Young's argument that most tools only measure impacts of resource management within an institution (2013).

The article does not appear to be biased or one-sided; it presents both sides equally by providing evidence for its claims as well as discussing potential limitations with existing assessment tools. It also does not appear to contain any promotional content or partiality. However, there are some missing points of consideration which could be explored further such as the potential risks associated with implementing the proposed AMAS model or how it could be used in practice by universities. Additionally, there is no mention of counterarguments which could be explored further such as potential challenges associated with implementing SD initiatives at universities or how different countries may approach SD differently.

# Topics for further research:

* Challenges of implementing sustainability initiatives in higher education
* Risks associated with Adaptive Model of Sustainability Assessment
* International approaches to sustainable development
* Practical applications of Adaptive Model of Sustainability Assessment
* Comparison of sustainability assessment tools
* Impact of resource management on sustainability in higher education

# Report location:

<https://www.fullpicture.app/item/3097ee91836f1de2b97fac1194054ec5>