



Kansas: Creating a National Model for Statewide Sustainability Networks

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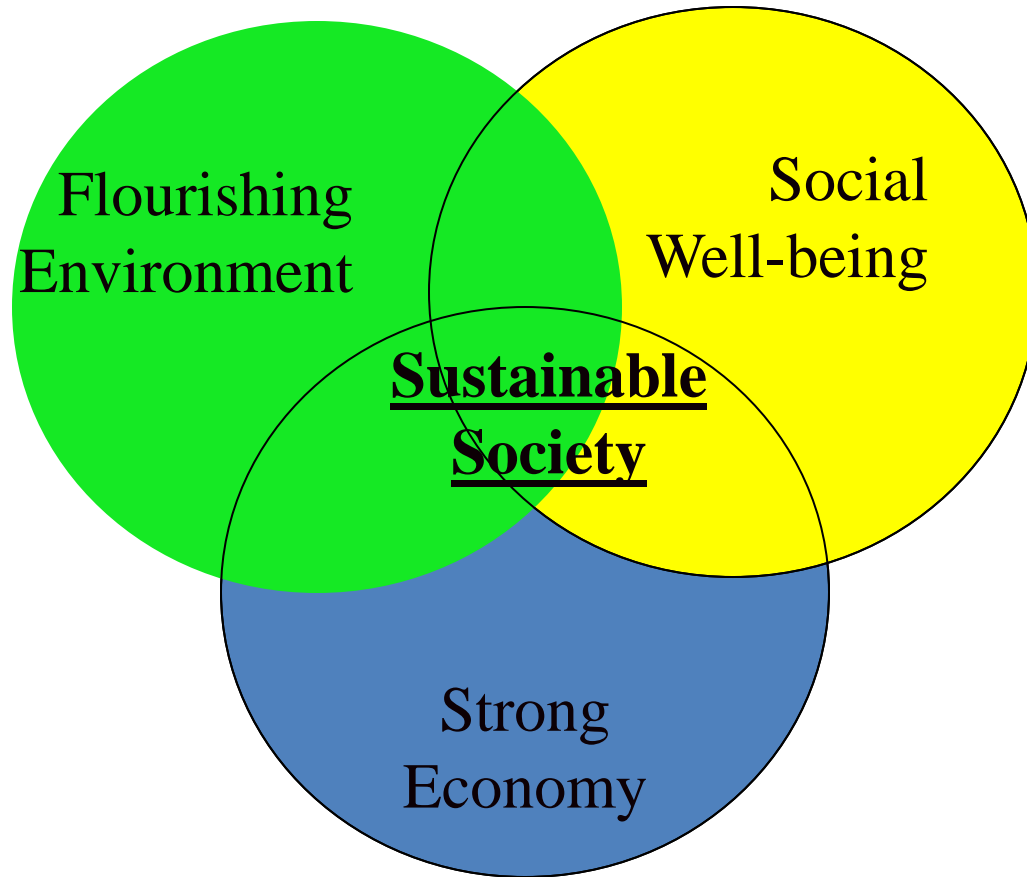
- Part I What is Sustainability and Education for Sustainability?
- Part II Challenges and Trends
- Part III Networks, Resources and Opportunities
- Part IV Strategies and Next Steps



Sustainable Development is often defined as:

“meeting the needs of the present
without compromising the ability of
future generations to
meet their own needs”

World Commission on Env. and Development. (1987). Our Common Future. England: Oxford University Press.



Triple Bottom Line of Sustainability



Education for a Sustainable Society:

“enables people to develop the knowledge, values and skills to participate in decisions ..., that will improve the quality of life now without damaging the planet for the future.”

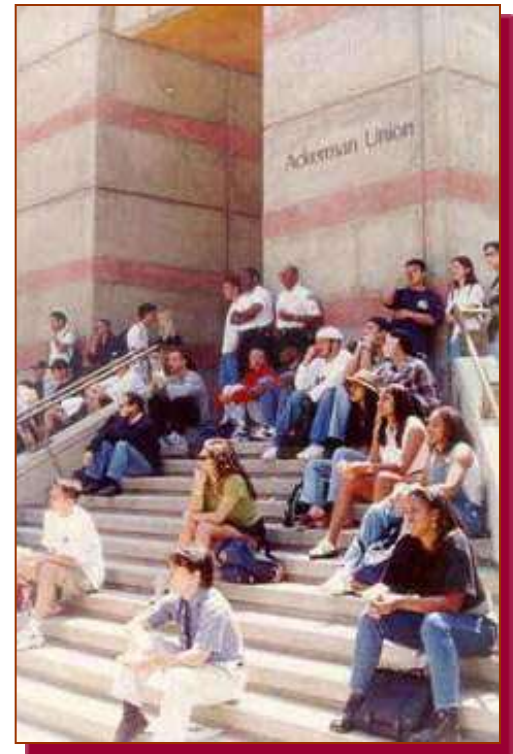


KEY THRUST

Change norms so all students and the community become:

- environmentally responsible
- socially responsible
- economically responsible

Creating sustainable abundance and higher quality of life



Ecosystem

Ecosystem

Sustainable Communities

**Public Choices and
Behaviors-Laws**

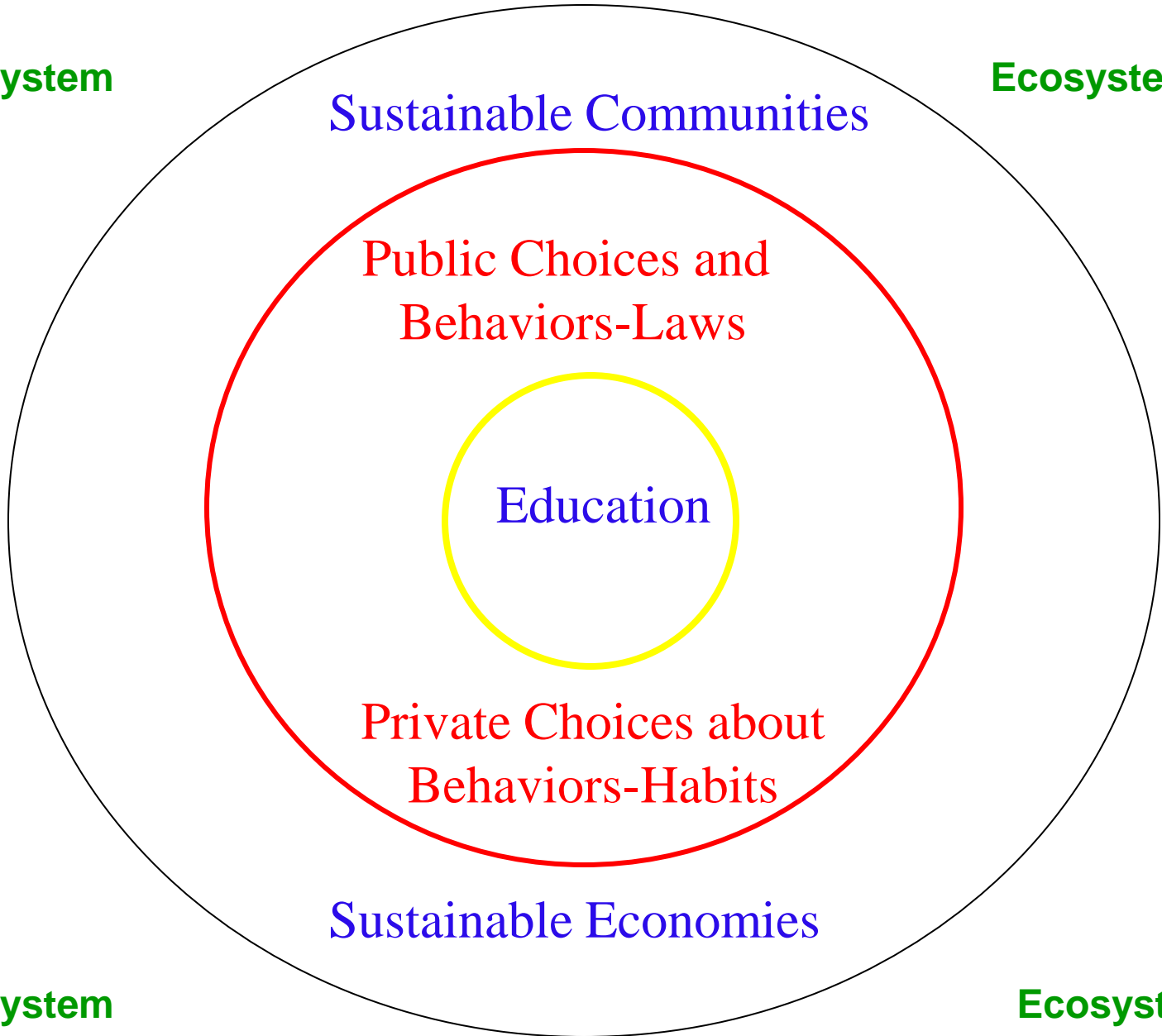
Education

**Private Choices about
Behaviors-Habits**

Sustainable Economies

Ecosystem

Ecosystem





Why is sustainability such a high priority?

- Freshwater withdrawal has almost doubled since 1960 and **nearly half the world's major rivers are going dry or are badly polluted** (New Internationalist, no. 329)
- 11 of the world's 15 major fishing areas and **69% of the world's major fish species are in decline** (State of the World, Worldwatch Institute)
- **Economic ill health** when sustainable business practices aren't in place.
- **1 in 2 children living in poverty**
- **What we are doing is not working very well for a large percentage of the population**
- **Climate change** (global warming) exists, a major culprit is fossil fuels, and **impacts are very serious**. (Intergovernmental Panel on Climate Change report: Summary for Policymakers: The Science of Climate Change)



Effects -Climate Change

The decisions of this generation are crucial.

- ◆ **Disruption of food production and the food chain**
- ◆ **More extreme weather events, outside of the normal variability**
- ◆ **Disruptions of ecosystems, including water supplies**
- ◆ **Disease spread e.g. West Nile, Malaria, Dengue Fever**
- ◆ **Submersion of land masses –
sea level rise
50% of world's population lives on the coasts
= Civilization Disruption and National Security Threat**

Sources: Intergovernmental Panel on Climate Change, NASA, Pentagon,
and National Defense University



Even if you are resistant to the science about climate change, we all can understand:

- 1. Unprecedented growth in population and consumption**
- 2. All ecosystems are stressed or in long term decline at unprecedented and accelerating rate**

Our decisions will create:

more scarcity and suffering, or a future of greater abundance and higher quality of life

Global Perspective



life supporting resources
declining

consumption of
life supporting resources
rising



Potentials for the Triple Bottom Line - Clean Energy,
Vibrant Economies and Poverty Reduction

Plan B: Mobilizing to Save Civilization

by **Lester Brown**

Founder of Worldwatch Institute

Great assignment for multiple courses and
college wide and 1st year experience.

Chapter at the end – what people can do/need
to do

Downloadable for free at www.earth-policy.org




Why is Education For a Sustainable Future such a high priority?

1. Much of the U.S. public and our students don't know that we are exceeding the carrying capacity of the planet. (www.myfootprint.org) and that the U.S., with under 5% of global population, consumes 25% of the world's resources
2. Solutions do exist. Some of it is "money on the table." Public and students don't know **we can reduce human suffering, environmental degradation and social ills now while building stronger economies**
3. A rapid shift in mindset is needed and **education to action is the key.**



Solutions:

- All of us engaged as **effective change agents** to create a sustainable future
- From apathy/overwhelmed  caring, effective involvement.
- Education helping business, government and non-profits go green and sustainable. Helping to create healthy economic activity.
- Essential instructional approach – real world problem solving for sustainability



- Part III Resources and Networks



U.S. Partnership for Education for Sustainable Development (www.uspartnership.org):

Convene, Catalyze and Communicate

Sector Teams: Business, Higher Education,
K-12, Communities, Faith, Youth...





Trends in sectors – some examples

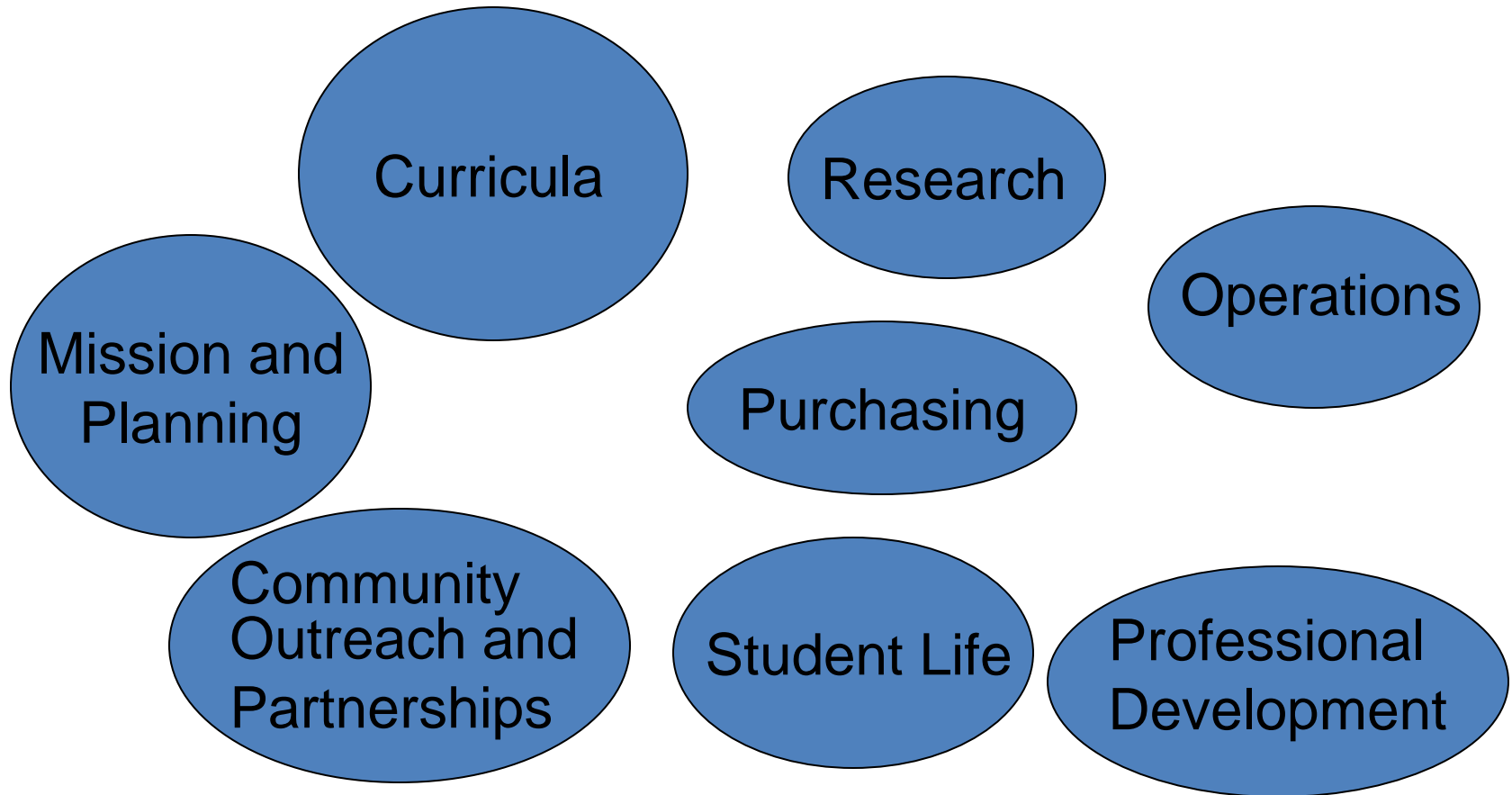
- **Business** – LOHAS - Japan, SOL Sustainability Consortium, Businesses for Social Responsibility, Shareholders, Investors (e.g. Goldman Sachs and Swiss RE)
- **Communities** - Mayors Climate Protection and Smart Growth, Grand Rapids model
- **K-12** –U.S. Summit and collaboration, national webinars and resources, superintendents, standards
- **Faith** - Religious Partnership and Interfaith Alliance, Regeneration Project
- **Youth** – 36 national youth organizations, Climate Challenge, Reduce Your Impact, Action Campaigns, Powershift, 350.org, National Teach-in...



Higher education is taking a leadership role to prepare students and provide the information and knowledge to achieve a sustainable society.

What does it look like?

For higher education,
Sustainable Development is being integrated into:



plus legislation and public awareness



HE Sustainability Examples
more at www.aashe.org Annual Digest and Bulletin

- **Systemic integration (hundreds more)**
 - University of Florida
 - Georgia Tech
 - University of North Carolina
 - Parts of Maricopa Comm College District
 - Miami Dade Comm. College
- **Stellar energy examples – 100% renewables and conservation**
 - Univ. of Minn.- Morris and LACCD and positive cash flow!
- **Institutionalization in job descriptions and performance reviews, increasingly for all**
 - Cornell
 - Arizona State University
 - Lane Comm College



Internationally, a taste...

- In Sweden, it is a law that all students from youth through graduate school be educated about sustainability
- High priority in higher education principles in European Union
- U.N. Global Compact PRME
- U.N. Decade and other ESD international conferences in Mexico
- Vision from Earth Charter and Bonn Declaration
- Association of Canadian Community Colleges
- Affinity Group, World Federation of Colleges and Polytechnics (<http://wfcp.accc.ca/>)
- Global Sustainability Group out of MIT, Chalmers,...



GREAT NEWS!!!

Growing National Trend in U.S.:

**Many national HE associations
and over twenty national
disciplinary associations are
creating initiatives
on Education for
Sustainable Development**



HIGHER EDUCATION ASSOCIATIONS
SUSTAINABILITY CONSORTIUM

*Committed to the advancement of
sustainability throughout higher education*



AACC	American Association of Community Colleges
AASCU	American Association of State Colleges & Universities
AASHE	Association for the Advancement of Sustainability in Higher Education
ACCED-I	Association of Collegiate Conference & Events Directors - International
ACE	American Council on Education
ACPA	College Student Educators International
ACUHO-I	Association of College & University Housing Officers International
AGB	Association of Governing Boards of Universities & Colleges
APPA	Association of Higher Education Facilities Officers
CCCU	Council of Christian Colleges & Universities
NACA	National Association for Campus Activities
NACUBO	National Association of College & University Business Officers
NAEP	National Association of Educational Procurement
NAICU	National Association of Independent Colleges & Universities
NIRSA	National Intramural-Recreational Sports Association
SCUP	Society for College & University Planning



Higher Education Associations Sustainability Consortium www.aashe.org/heasc

1. ACE—Am. Council on Ed.
2. NAICU – Independent Colleges and Universities
3. AACC – Am. Ass. of Community Colleges
4. AASCU – State Institutions
5. AGB – Ass. of Governing Boards
6. ACPA – Student Life
7. ACUHO-I – Housing
8. NACA – Campus Activities
9. APPA – Facilities
10. NACUBO – Business
11. SCUP – College and University Planners
12. AASHE – Sustainability
13. ACCED-I – Events and Conference Directors
14. CCCU – Christian Colleges and Universities
15. NIRSA – Recreation
16. NAEP – Educational Buyers
17. More!

Resources

- [Higher Education Sustainability Fellows Programs](#)
- [Campus Sustainability Day](#)
- [HEASC News Digest](#)
- [HEASC Resource Center](#)
- [Media Strategies for Sustainability](#)
- [Campus Sustainability Planning Network](#)
- **2008 HEASC Annual Report**
- Publications, professional development, modeling for society
- Development of assessments such as **AASHE STARS Rating system**
- Socially, economically and environmentally responsible procurement, operations, planning, leadership
- **Learning Outcomes** in sustainability for all students



Higher Education Associations Sustainability Consortium

www.aashe.org/heasc

See the resources page there
Learning Outcomes under ACPA



DANS – the Disciplinary Associations Network for Sustainability www.aashe.org/dans - **click on Resources**

- American Psychological Association
- Sociology
- Religion
- Philosophy
- Math
- Broadcasting
- Architecture
- Engineering (civil, mechanical, eng. ed.)
- Business - AACSB
- Marketing - AMA
- Ecological Economics
- Chemistry
- Biology
- American Association for the Advancement of Science
- Computer Research
- Humanities
- Women's Studies
- Political Science
- Anthropology
- More...



Academic Disciplines and U. S. Partnership created DANS, infusing sustainability into:

1. Curricula
2. Promotion and tenure and accreditation to include sustainability
3. Informing legislation and policy
4. Informing the public
5. Professional identity as an academic



Other networks

- EFS – West, now AASHE
- Northeast – multi-state
- Upper Midwest Association for Campus Sustainability
- NJHEPS – New Jersey Higher Education Partnership for Sustainability
- California = multiple networks
- MiHEPS
- Northwest – Curricula for the Bioregion



Resources used for the following slides:

- AASHE Bulletin (weekly, free)
- AASHE Digest (annual digest of news stories by topic)
- Explore what others are doing – www.aashe.org



Curriculum





Curricular Initiatives

- Programs, Degrees, Institutes, Centers
 - Ex: Arizona State U – PhD in Sustainability
 - Ex: Washington State U – B.A. in Organic Agriculture
 - Ex: U Minnesota – Minor in Sustainability
 - Ex: Coastal Carolina U – Center for Campus & Community Sustainability
 - More every day, minors, S in schedule
- Shared professional development and online learning communities
- ****Creating Positive Futures – Penn State (coal), Scenario Building and Fairs



Curricular Initiatives – the big ones!

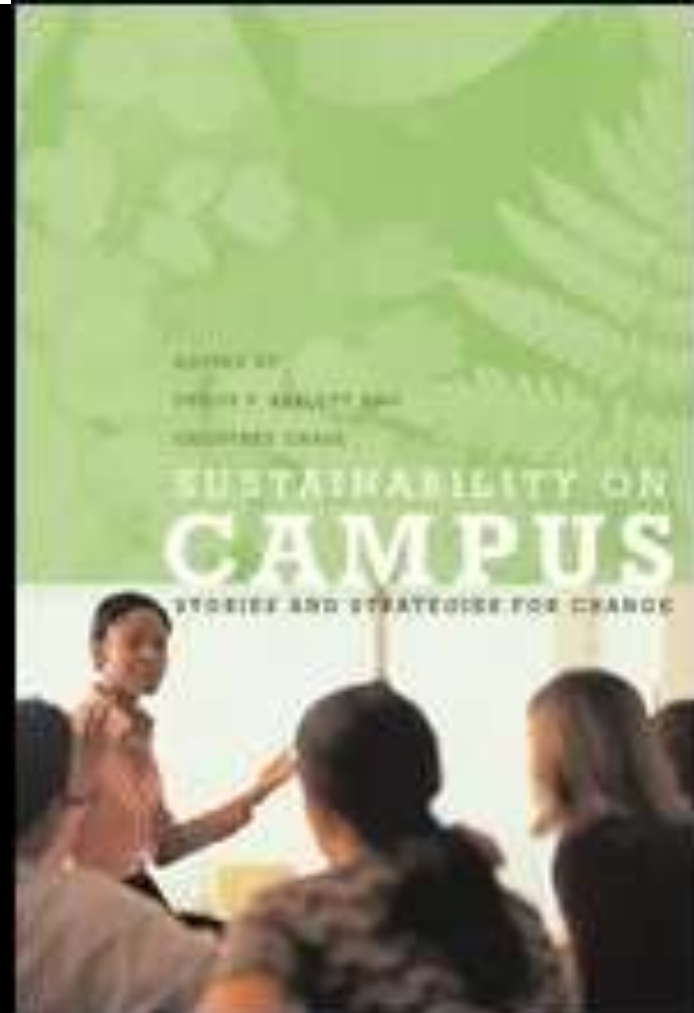
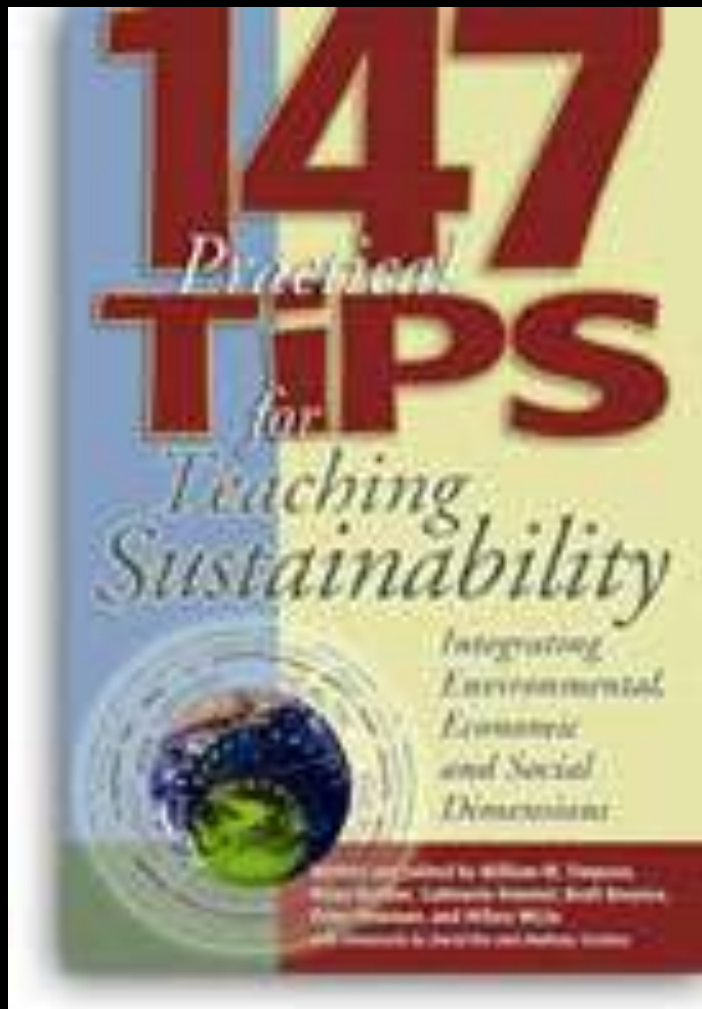
- In General Education Core
 - Ex: Univ of Wisc (Oshkosh) – “Knowledge of Sustainability and its Applications” as one of the Essential Learning Outcomes
 - Ex: Oakland CC
 - Ex: Minnesota Colleges & Universities
 - Ex: CSU - Chico
- Infused Throughout Curriculum
 - Ex: Northern Arizona University - Ponderosa
 - Ex: Emory U – Piedmont Project
 - Ex: Miami Dade College
- Interdisciplinary Assignments



Key EFS Ideas

- Recognizing the impacts of our actions on others and on the ecosystems so we can make better choices.
- Practicing sustainability on campus and in external communities, connected to student learning, and focusing on how to be systems thinkers and effective change agents
- Opportunities for students to be reflective agents of change toward sustainability
- Involve all areas of the college – Each area has a unique contribution to make to a sustainable future.

Curriculum & Academics



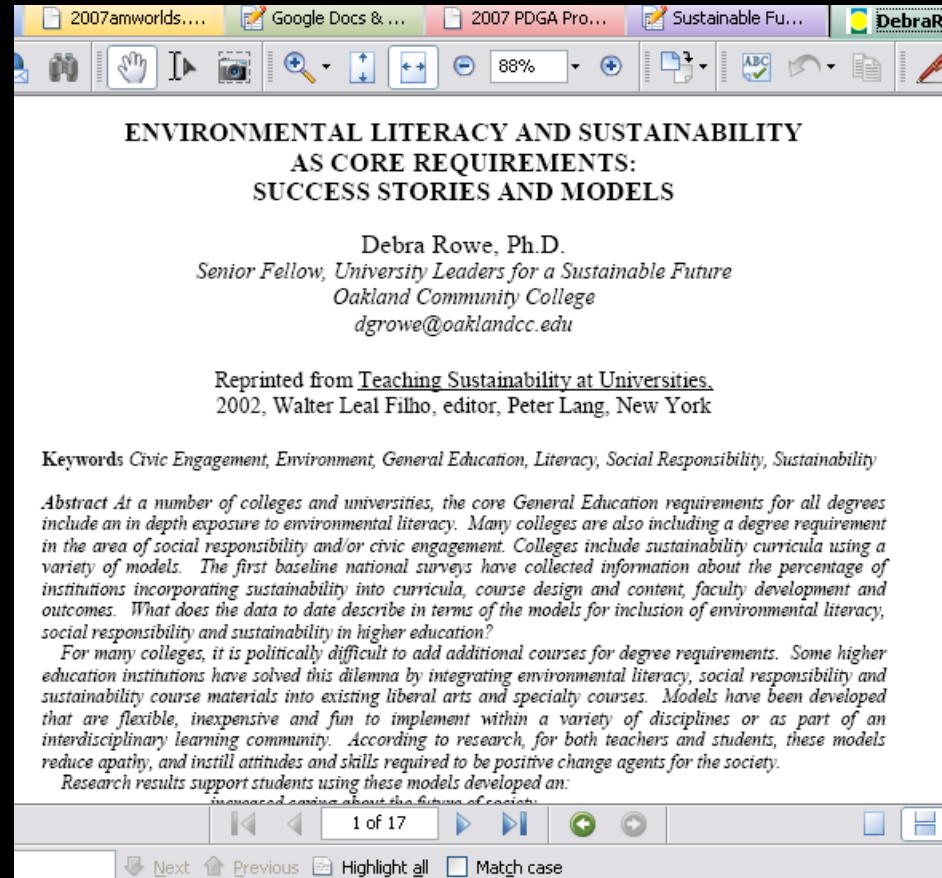
Curriculum & Academics

Curriculum Success Stories

www.ncseonline.org/EFS/DebraRowe.pdf

Sustainability can be integrated into any course and every program.

Learning outcomes, sample assignments, and processes to help this grow at your institution tomorrow!



**ENVIRONMENTAL LITERACY AND SUSTAINABILITY
AS CORE REQUIREMENTS:
SUCCESS STORIES AND MODELS**

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Reprinted from Teaching Sustainability at Universities,
2002, Walter Leal Filho, editor, Peter Lang, New York

Keywords Civic Engagement, Environment, General Education, Literacy, Social Responsibility, Sustainability

Abstract At a number of colleges and universities, the core General Education requirements for all degrees include an in depth exposure to environmental literacy. Many colleges are also including a degree requirement in the area of social responsibility and/or civic engagement. Colleges include sustainability curricula using a variety of models. The first baseline national surveys have collected information about the percentage of institutions incorporating sustainability into curricula, course design and content, faculty development and outcomes. What does the data to date describe in terms of the models for inclusion of environmental literacy, social responsibility and sustainability in higher education?

For many colleges, it is politically difficult to add additional courses for degree requirements. Some higher education institutions have solved this dilemma by integrating environmental literacy, social responsibility and sustainability course materials into existing liberal arts and specialty courses. Models have been developed that are flexible, inexpensive and fun to implement within a variety of disciplines or as part of an interdisciplinary learning community. According to research, for both teachers and students, these models reduce apathy, and instill attitudes and skills required to be positive change agents for the society.

Research results support students using these models developed an:
increased caring about the future of society.

1 of 17

Next Previous Highlight all Match case



Community Partnerships





Community Partnerships

- Ex: Santa Fe CC (NM)
 - Center for Community Sustainability – partnership with industry, students solving real problems and implementing solutions, learning resilience
- Ex: Energy
 - U. Louisville Energy Conservation Partnership w/city & public schools (DOE-funded), \$\$\$\$ savings
- Ex: City of Grand Rapids
 - Community Sustainability Partnership - colleges, universities, K-12, mayor, business working on sustainability projects



Student Life





Campaigns

- Campus Climate Challenge
 - 30+ youth organizations for clean energy
 - MTV/ThinkMTV Break the Addiction campaign
- Sustainable Living
 - Eco-Reps, peer-to-peer sustainability outreach campaigns
- Student Green Fees
 - Renewable energy; sustainability projects
- Fair Trade (coffee, sugar, choc.)/Real local food
- Divestment (ex: Sudan)



Competitions, Awards and National Activities

- Recyclemania - 200+ campuses
- NWF Chill-out annual video competition and Campus Ecology Fellows
- Campus Sustainability Day
- USA Today network
- National Teach In
- Powershift
- ICARE

Governance & Management Student Services

How does sustainability reflect ACPA's core values?
Among ACPA's deep core values are **The Three Components of Sustainable Development**

- Educator and development of the total student.
- Diversity, multicultural competence and human dignity, and
- Free and open exchange of ideas in a context of mutual respect.

ACPA is committed to the advancement of healthy and sustainable communities throughout the world. By supporting college student education and the work they do with students, ACPA's core values will help solidify the action steps taken to achieve the mission of HEASC. By advocating the total development of students, ACPA plays a key role in the consortium by emphasizing the student development approach to teaching and learning with the national higher education community.

What is ACPA doing to support sustainability?

- The Association to the Advancement of Sustainability in Higher Education (AASHE) presented its first annual Campus Sustainability Leadership Awards in October, 2006. A representative from the ACPA Sustainability Task Force served on the selection committee. [View the list of winners.](#)
- ACPA is working on the development of a toolkit for college student educators. This electronic resource will come as a step-by-step guide to help educators and their campuses begin their efforts to involve students, faculty, staff, and even community residents in collaborative sustainability activities. Now, you can download the sustainability flyer to sign up student groups on your campus! You can also download flyers for campus activities that support and educate about sustainable living.
- This website is also a way for ACPA to provide you with a variety of resources that you can use on

Creating a Sustainable Pathway for All

College life has many positive aspects. It provides opportunities to learn, grow, and explore. It offers a chance to meet new people, gain new experiences, and develop new skills. These activities help create a strong foundation for a successful future. However, college life can also be challenging. It requires time, effort, and resources. To ensure a positive college experience, it is important to create a sustainable pathway for all. This involves balancing academic, social, and personal goals. By focusing on these three areas, students can maximize their college experience and emerge as well-rounded individuals.

The following resource provides you with a variety of resources that you can use on

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Identifying college students to ensure a future with a healthy environment, social justice, and strong economy.

The United Nations declared a Decade of Education for Sustainable Development (2005-2014) to promote the local and global acceptance of principles of "sustainable development." ACPA is taking a leading role in a national initiative to help ensure the US higher education response to the United Nations Decade of Education for Sustainable Development. This document provides the background on education for sustainable development, the role of US higher education, and what individuals, institutions, and ACPA can do to work towards a sustainable environment, an equitable society, and a strong economy.

What is Sustainable Development?
From the 1987 Brundtland Commission, the most common definition of sustainable development is "meeting the needs of the present without compromising the ability of future generations to meet their own needs." In 2001, Dr. Bill Justice further illuminated the idea: "Sustainability is achieved when all people on Earth can live well without compromising the quality of life for future generations." That same year, Clinton's Task Force on Learning for a Sustainable Future, a United Nations' response, further defined:

The vision of sustainable human society resides in the simultaneous and synergistic creation of economic growth and equity, conservation of natural resources and the natural environment, and sustainable social development and social justice. It is often visually represented as follows:

The three components of sustainable development:

- To us, ensuring the varying equity of the present www.photography.com
- The acronym we are using: <http://www.worldbank.org/legis/learning>
- The UN has approximately 5% of the world's population and is increasing 20% of the world's resources.
- We can economically reduce human suffering, environmental degradation and social injustice now.

ACPA sustainability page, student flyer, primer, list of possible campus activities, and chart of change agent skills! – www.aashe.org/heasc under resources



ACPA's Presidential Taskforce on Sustainability

Tool Kit for Creating a Better World: Ideas for Campus Activities that Support and Educate About Sustainable Living

A. Vitals to Educate about Sustainability

1. Have a poster session at a prominent campus location(s) – share what good work the campus is doing and generate new ideas by collecting suggestions and volunteers
2. Build a community organic garden (plant a tree)
3. Develop a bio-diesel demonstration, use the fuel locally
4. Make papercrete frames (benches)



The American College & University Presidents' Climate Commitment

Climate Leadership in Higher Education



Resources just from the Presidents' Climate Commitment

- [2008 ACUPCC Annual Report](#)
- [Education for Climate Neutrality](#) – has many models!
- [Energy Performance Contracting Toolkit](#)
- [ACUPCC Voluntary Carbon Offset Protocol](#)
- [ACUPCC Climate Action Planning Wiki](#)
- [ACUPCC Reporting Tool](#)
- [ACUPCC Implementation Guide](#)
- [ACUPCC GHG Inventory Brief](#)
- [ACUPCC Webinar Series](#)
- [ACUPCC Solutions Page](#) (includes links to further resources)



Your Role Challenges and Answers

Challenges

- Already busy
- Don't know all this stuff
- Putting out fires, don't have time to do the right thing

Solutions

- Don't have to create the answers. Just keep asking the sustainability questions and share the information already available.
- Sustainability is everyone's job. Doing nothing is not benign – it is a destructive decision for society.
- This is good business – for you, for your institution, for higher education and for society
- You have a unique and important role to play – others cannot do this without you!



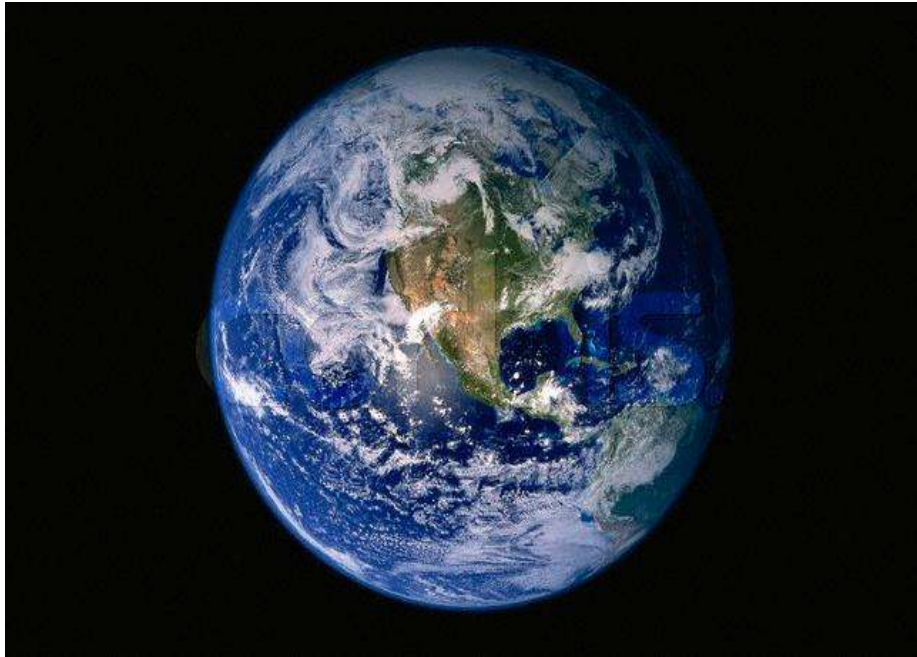
Core Questions for Next Steps

1. What can we implement immediately?
2. What are the key strategic actions we can take to shift to a sustainable institution and society?
3. What are the multiple ways you can empower others and create a culture of sustainability?
4. How can you institutionalize these efforts?
5. Make it easier. Create a network!
Changing the norms!



The Power of What You Do

- *We can choose a sustainable future*





Conclusions

1. The public is not educated enough about the energy and sustainability issues before us.
2. We need sustainability literacy and engagement in solutions for ALL.
3. You are in a unique and important role to create a sustainable future.
4. Successful precedents/materials can assist you in the sustainability path you choose as a private person, as higher education leaders, and as a community member.



Questions?



Reasons to Have a Statewide Sustainability Network

- Synergy
- Possibility of scalability
- Inspiration and mutual aid
- Create healthy communities
- Be stronger and more effective
- Produce more accountability – have examples
- Document, share and celebrate success and failures



What would it accomplish?

- Document examples
- Be synergistic
- Create social support
- Increase outreach and education
- Better educational programs by sharing resources and availability
- Model collaboration and cooperation
- Stronger legislative advocacy and lobbying



- Build a critical mass of support to reduce the carbon footprint, etc.
- Edu-action – teaching civic learning, political engagement, and shared governance
- Innovation and economic development
- Partnership in doing the conference



Work Groups?

1. Executive committee to oversee/catalyze the other working groups
2. Conference Committee – Develop next conference for network
3. Online learning communities group - sharing sustainability strategies and resources in academics, community partnerships, operations, purchasing, governmental relations,
4. Establishment of statewide award program



Work groups

- Community education and awareness (mkt and public affairs)
- Steering – create communities of practices, state or region
- Programs/curricula
- Membership
- Catalyzing mainstream networks
- Research
- Policy, including elected officials
- Student based student life



Congratulations for all you have done and all
you will do!

Let your enthusiasm show. It's contagious!

Let us assist you – Debra Rowe
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