Education and Action for a Sustainable Future
Debra Rowe
President
U.S. Partnership for Education for Sustainable Development
Co-Author of this Presentation

Judy Walton
Director of Strategic Initiatives
Association for the Advancement of Sustainability in Higher Education (AASHE)

Terry Calhoun
Director
Media Relations and Publications
Society for College and University Planning (SCUP)
Today’s Topics

- Part I  Review – What is Educating for Sustainable Development?
- Part II Learning Outcomes, Curricula Examples
- Part III Culture Shifts and Actions: Examples
- Part IV Systems thinking, change agent skills, and civic/political engagement
- Part V Building Successes - Strategies
- Part VI Discussion
- Part VII Workgroups for a “statewide” Sustainability Network
Sustainable Development is often defined as:

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

Strong Economy

Social Well-being

Flourishing Environment

Sustainable Society

Strong Economy

Sustainable Society

Social Well-being

Flourishing Environment

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.”
For higher education, Sustainable Development integrated into:

- Curricula
- Research
- Operations
- Purchasing
- Student Life
- Professional Development
- Mission and Planning
- Community Outreach and Partnerships

Plus legislation and media for public awareness
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
Key places to place sustainability and institutionalize it:

- Mission
- Strategic Plan
- Budget
- Orientation
- Campus Map and Signage
- Building Policies
- Operations and Purchasing Policies
- Student Life
- Residential Living
- Infused throughout curricula and Gen Ed
- First Year Experience
- Career Offices
- Job Descriptions
- Curricula Review
- Community Partnerships
- Workforce Development
Three national networks

Higher Ed Assns Sustainability Consortium
www.aashe.org/heasc

Disciplinary Assns Network for Sustainability
www.aashe.org/dans

American College and University Presidents’ Climate Commitment
www.presidentsclimatecommitment.org
Curriculum
Curricular Initiatives

– AACC resources available to all in the next few months

– Monthly national conference calls

– Consortium for Education for Renewable Energies Technologies – www.ceret.us Courses for remote students, professional development/curricula for educators
Curricular Initiatives

- **In General Education Core**
  - Ex: Oakland CC, Miami Dade, Maricopa, many more
  - Ex: Minnesota Colleges & Universities

- **Infused Throughout Curriculum**
  - Ex: Chandler-Gilbert CC
  - Ex: Emory U – Piedmont Project
  - Ex: Corning Comm. College

- **Interdisciplinary Assignments** – Ex. Students creating Positive Scenarios and Future Fairs

- **Interdisciplinary Sustainability Faculty**

- S in the schedule of classes and a concentration
Visions of Sustainability

Use national and international resources
Academic Guidance Document from ACUPCC

Earth Charter!
www.earthcharter.org

Create visions in your community!!!
Learning Outcomes

1. Each student will be able to define sustainability.

2. Each student will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability.

3. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.

4. Each student will be able to explain how systems are interrelated.
Learning Outcomes

5. Each student will learn change agent skills.

6. Each student will learn how to apply concepts of sustainability to their campus and community by engaging in the challenges and solutions of sustainability on their campus.

7. Each student will learn how to apply concepts of sustainability globally by engaging in the challenges and the solutions of sustainability in a world context.
Strategies may include:

1. Development of educational modules on change agent skills to be distributed for use by educators;
2. Involvement in: campus, community, state and national policies (e.g. city council, county council, Board of Trustees);
3. Real world, problem based learning in curricular and co-curricular settings;
4. Participation in political campaigns;
5. Service and service learning experiences beyond symptoms
Assignments may include:

1. Modify the institution’s and student organizations’ practices, mission statements, and constitutions;
2. Utilize student governance structures to request compliance with LEED and other sustainability standards;
3. Awareness raising campaigns;
4. Letter writing campaign and implementation project for sustainable practices in dining services unit on campus;
5. Work with campus facilities/grounds units to assess and improve current practices;
6. Work with facilities and business office to create more sustainable operations and standards;
Assignments may include:

7. Social Science Course? Organization of community awareness or reduced toxins program;
8. Environmental Science course? Environmental impact statements from campus student governance groups;
8. Marketing Course? Carpooling and energy conservation behavior campaigns;
10. Facebook groups;
11. Curricular “change” projects;
Assignments may include:

13. Finance or Accounting Course? Life cycle full cost analysis.
14. Economics Course? Analyze what national policies are needed for a sustainable future.
15. Public Affairs Course? Educate legislators about the above policies.
16. Business or Management Course? Work with local businesses to create sustainable practices.
17. Writing course? Write sustainability oriented grants for non-profits
Combine a sustainability big concept with a big concept from your discipline and create a learning activity.

e.g. – operant conditioning, sensation and perception
Discipline Contributions

What are the unique perspectives/contributions that your discipline can bring to sustainability challenges and solutions?
Many more resources at the Disciplinary Associations Network for Sustainability:

http://www2.aashe.org/dans/resources.php
Community Partnerships via Academic Assignments
Student Life and Academics working together!!
For residential life and student life:

In freshman year, participate in a campaign/major sustainability project
In next year(s), help organize a campaign/major sustainability project
Examples of what students have accomplished:

Nike
MTV
Delaware Recovery Through Retrofits
Campaigns

– Campus Climate Challenge
  • 30+ youth organizations Energy Action Coalition
  • USA Today Student Voice/ThinkMTV
  • Powershift

– Sustainable Living
  • Eco-Reps, peer-to-peer sustainability outreach campaigns

– United Students for Fair Trade (coffee, tea, sugar, choc.)
Competitions, Awards and National Activities

- Recyclemania - 200+ campuses
- NWF Chill-out annual video competition and Campus Ecology Fellows
- Campus Sustainability Day October 2010
- National Teach In
- Focus the Nation
ACPA main sustainability page, student flyer, primer, list of possible campus activities, and chart of learning outcomes!
College life helps provide students with knowledge to make positive impacts in their personal and professional lives. By engaging in campus activities, students improve society by making more environmentally and socially responsible choices. These activities help create more flourishing ecosystems, healthier communities, and stronger economies.

Sustainability is achieved when all people on Earth can live well without compromising the quality of life for future generations. (Rafi Jadair, 2020)

The following student groups are all working toward creating a more sustainable future:

- [List of student groups]

This message was created in partnership with ACPA.
Making Sustainable Development Part of the Professional Norm

Share with other faculty and staff:

– * informational resources on web pages
– * books – reading club – Plan B!!
– * participate in monthly calls
– * workshops
– * community of practice
– * more – lunch club at Emory
Futuring - Using the 4 P’s
in class and in the community

1) **Possibilities**
Getting initial participation & broad ownership through brainstorming the positive possibilities

2) **Probabilities**
Building the need for change

3) **Preferabilities**
Creating and choosing a positive vision

4) **Preparations**
Planning implementation
4 D’s of Doing
(and Managing the Power Relationships)

1) Desire
Identify Project Champions and create a large tent.
Get access to authority
Reframe your project to match the authority’s agenda

2) Direction
Create a good multi-pronged plan, including continuous communication of the vision and the need for change

3) Discipline
Get good facilitators, doers, and detail people
Take and give away the credit.
Count the votes.

4) Determination
Manage the Emotional Climate—maintain optimism
Connect between the meetings
Build the new norm
Preventing Burnout - The ABCs

Ask for help - Build Support Systems - Celebrate the Baby Steps of Success
Dream big! - Eliminate Griping & Move to Problem Solving
Foster Self-care, Physical & Mental Health
Get Flexible and Take a Multi-pronged Long-term Approach
Humor those who participate - Involve everyone affected by decisions
Jazz up meetings with creativity - Keep on keepin’ on to get energy
Laugh a lot - Make light of problems - Nature is renewing: connect with it!
Open your eyes and heart to the beauty around you
Picture your joy when the tide starts to turn
Quit worrying! - Re-live past successes to renew commitment
Say the kind things every time you think of one - Thank all who helped
Understand that slow beats stop - Visualize the joy of success
Wait with confidence that your ship will come in
Xerox a joke of the day with your logo to hand out (email to save paper)
Yell a little, just for fun
Zealously assure yourself a good night’s rest every night!

Thanks to Norma T Bauer
Think and Act Systemically
Use the leverage of peer and aspirational institutions
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?

Changing the norms!
Discussion

1. Culture on campus – e.g. tell the stories of people making a difference
2. Brainstorm how to take a culture of sustainability to the community
3. Q & A
4. Where are you stuck?
5. Workgroups
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
• Communities of practice
The Power of What You Do

We can choose a sustainable future

Let your enthusiasm show!
Thanks for all you have already done.

THANKS FOR ALL YOU WILL DO IN THE FUTURE!!!!!!!!!!!!!
Follow up Questions or Comments?

Debra Rowe
dgrowe@oaklandcc.edu