

Education and Action for a Sustainable Future





Debra Rowe

President

U.S. Partnership for Education for Sustainable Development



US PARTNERSHIP

**DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT
UNITED NATIONS DECADE (2005-2014)**



Co-Authors 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

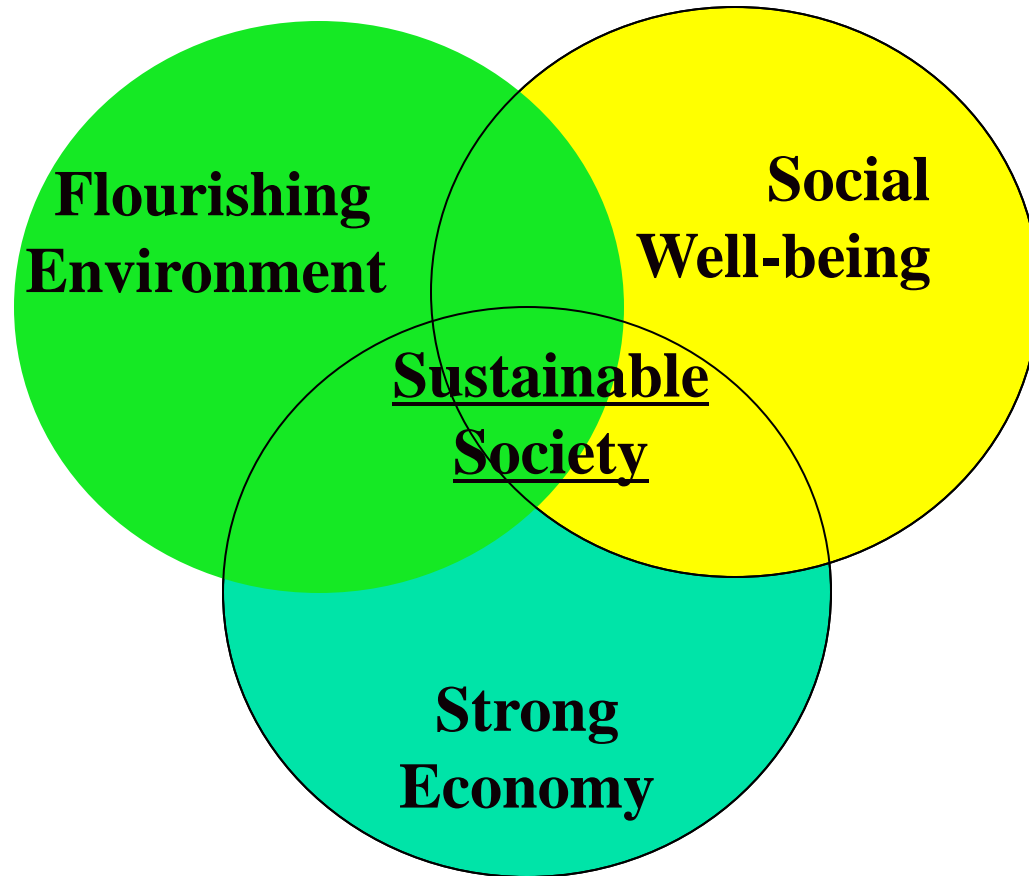
- Part I Review – What is **Educating for Sustainable Development?**
- Part II **Learning Outcomes, Curricula Examples**
- Part III **Culture Shifts and Actions: Examples**
- Part IV **Systems thinking, change agent skills, and civic/political engagement**
- Part V **Building Successes - Strategies**
- 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”

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



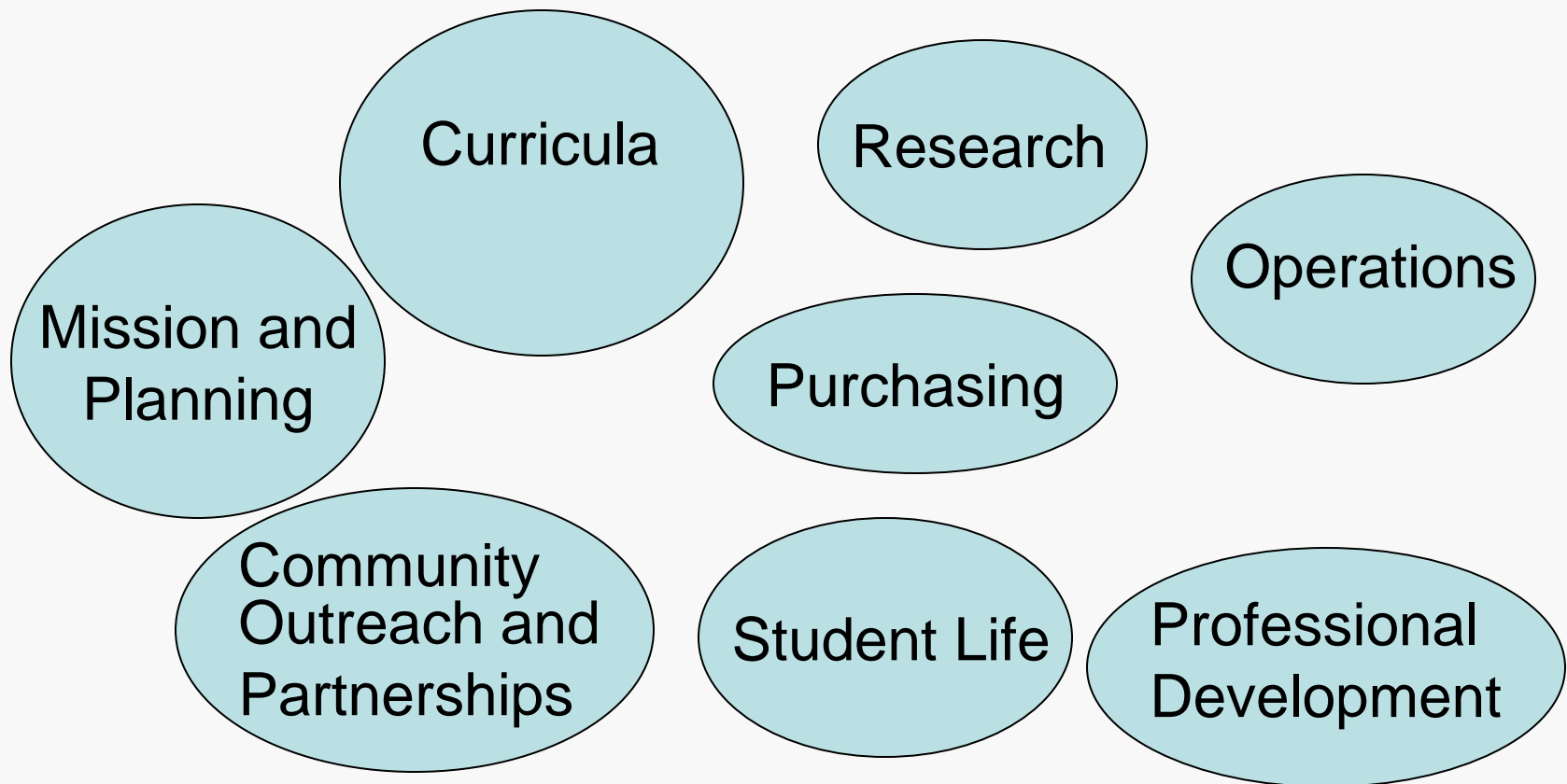
Triple Bottom Line of Sustainability



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.”

For higher education, Sustainable Development integrated into:



Plus legislation and media for public awareness

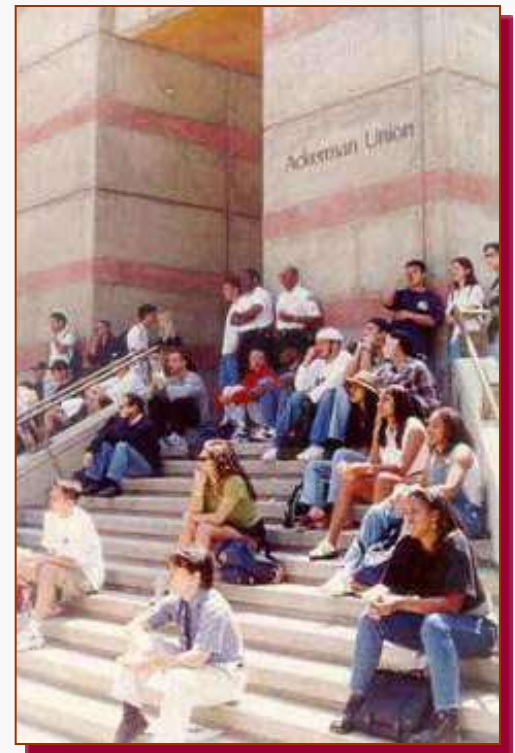


KEY THRUST

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;
12. Journalism course? Utilize campus and local media – Media Strategies for Sustainability.

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

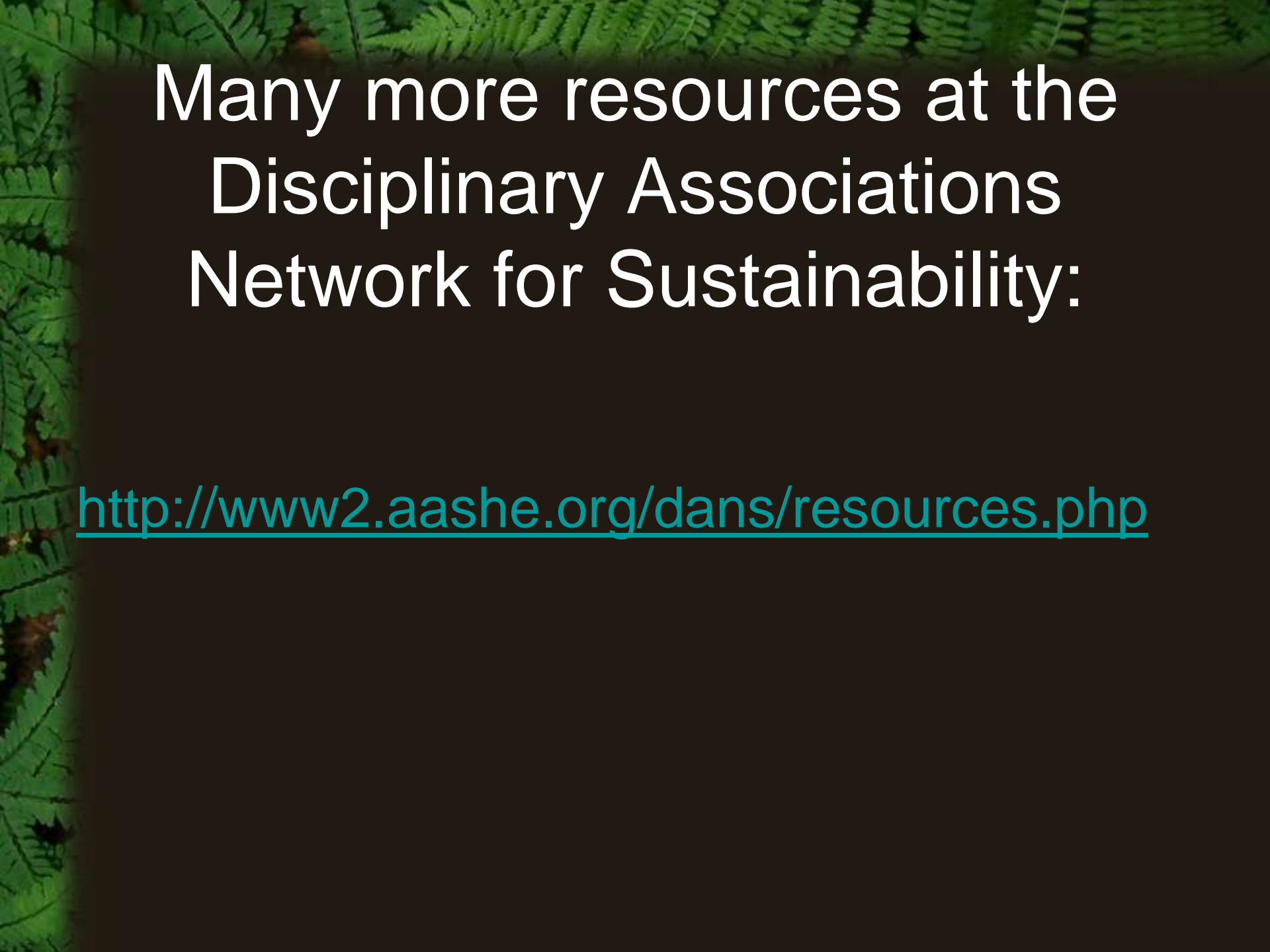


Combine a sustainability big concept with a big concept from your discipline and create a learning activity.

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

Governance & Management Student Services

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

- Educator and development of the true 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 guide the action steps taken to achieve the mission of HEADC. By advocating the total development of students, ACPA plays a key role in the continuum 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 for 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 education. This electronic resource will serve 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 in your campus! You can also download ideas 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 Future for All

Sustainability is achieved when all people on Earth can live well without compromising the quality of life for future generations. (for ACPA, 2011)

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

This message was posted to **perthcity** by **ACPA**

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 prepares for 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. Rolf J. Radtke defined the idea: "Sustainability is achieved when all people on Earth can live well without compromising the quality of life for future generations." (Dr. James Orr, Critical Thinking and Learning in a Sustainable Future, a Critical Institute, Spring, pp. 17-18)

The vision of sustainable human society resides in the maintenance and strategic 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 see our country the varying capacity of the planet www.photography.com
- The complete one digitizing <http://www.worldbank.org/legis/landmark>
- The UN has approximately 5% of the world's population and is consuming 27% of the world's resources.
- We can economically reduce human suffering, environmental degradation and social injustice now.

U.S. Responsibility to Sustainable Development
There is an urgent need for US higher education to advance for sustainable development. The extent to which we, the people of the United States, adopt and embrace the principles of sustainable development may determine the quality of life that our country and all humanity enjoy in the decades ahead. Around the world, billions of people seek what we have: the 5% of the world's population, we consume 27% of the world's resources. The health and well-being of billions of people following the path we chart. Now, as responsible leaders, we must demonstrate our path to economic prosperity which is not compromise our future. Many US citizens do not know that:

ACPA
College Student Educators International

ACPA main sustainability page, student flyer, primer, list of possible campus activities, and chart of learning outcomes!

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

- 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
- Build a community organic garden (plant a tree)
- Develop a bio-diesel demonstration, use the fuel locally
- Make papercrete frames (benches)

ACPA College Student Educators International – Sustainability Initiatives
Student Learning Outcomes
November 18, 2006

Student Outcome:	Distinction of Outcomes (Competencies):	Possible Developmental Experiences for Learning (Strategies):	Scale of Knowledge for Educators:
1. Each student will be able to define sustainability.	<ul style="list-style-type: none"> Understand the definition of sustainability Understand core concepts of sustainability: the connection between social justice, the environment, and the economy. Explain basic concepts on local, national, and international levels. Business cases for all environments are developing and when to go for information about this. (www.worldbank.org) Business cases for us are exceeding the carrying capacity of the planet, with the U.S. having 7% of the world's population and consuming 27% of the world's resources. If we consume like the U.S. in the U.S., we would need 4.5 planets. (www.acpa.edu/legis/) 	<ul style="list-style-type: none"> Business case program, PPE and education program, campus speaker series, business forums, service and service learning experiences, outdoor and in-outdoor activities, e.g. general education, resource and resource management, discipline - first year community service work, team building forums, study and service learning experiences, film series, special events, media events, information on campus media outlets, office of sustainability, ethics, diversity programming, academic projects. 	College
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.	<ul style="list-style-type: none"> Self-reflection on values and beliefs Identify personal values and understand those values within the context of a larger society Understand how personal choices and beliefs can affect sustainability Understand implications for economic growth and equity (How responsible long-term growth while ensuring that no nation or community is left behind) Gain knowledge of the effects of individual level, community level, national level and international level choices on environment and human wellbeing. 	<ul style="list-style-type: none"> Business case program, PPE and PPE activities, one-on-one conversations with student affairs staff members, service and service learning experiences, programs sponsored by campus leadership organizations and offices, newsletter program. 	College

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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

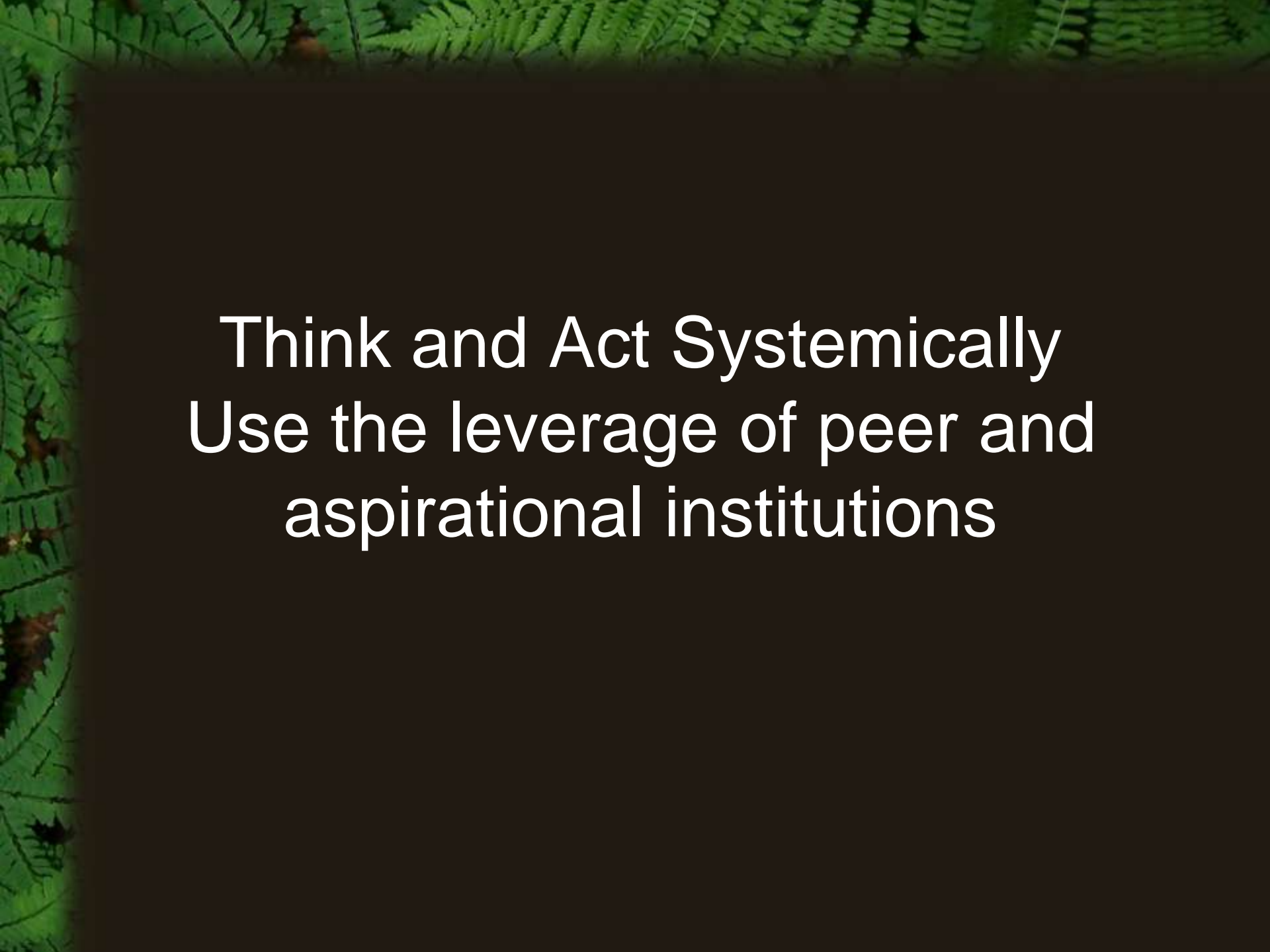
Wait with confidence that your ship will come in

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