

***Step Changes:
Higher Education and
Sustainability Networks***

***Professor Daniella Tilbury,
Marie Curie Chair in ESD***

***Director of Sustainability,
University of Gloucestershire***



Step Changes Towards Sustainability in HE



- ***The Sustainability agenda is becoming increasingly relevant to HE.***
- **Motivated by the scientific challenge, moral concerns and/or a way of distinguishing themselves in a crowded market place.**
- **This presentation will argue that we need to accept this diversity of motivations and levels of engagement but strive for STEP CHANGES**



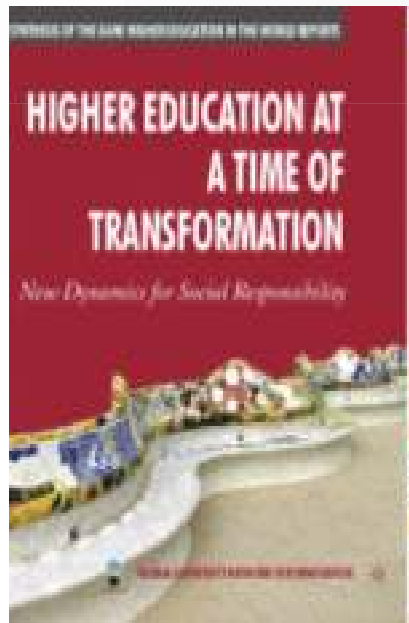
This Presentation



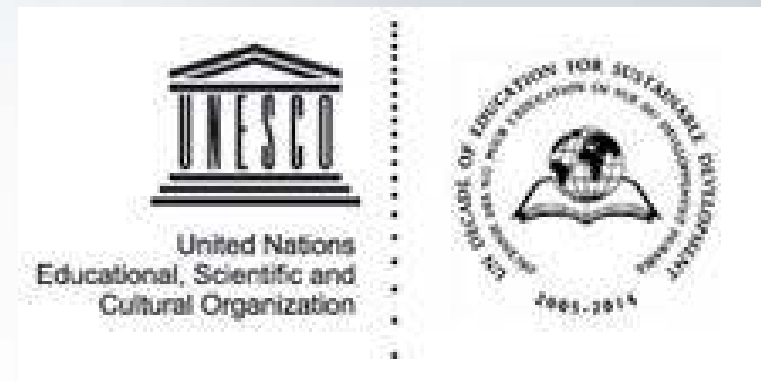
- 1. A Context for Partnership***
- 2. Review of Progress
in HE since Copernicus***
- 3. The Experience of the
University of Gloucestershire***
- 4. Possibilities for the
Copernicus Alliance***



A Context for Partnership



UN Decade of Education for Sustainable Development 2005-2014



WHERE LEARNING IS FOR LIFE

A Context for Partnership



United Nations
Educational, Scientific and
Cultural Organization

German Commission
for UNESCO

HRK German Rectors' Conference

The Voice of the Universities



GUNI

GLOBAL UNIVERSITY
NETWORK FOR INNOVATION

NJHEPS



The New Jersey Higher Education Partnership for Sustainability

CREATED BY:



UNIVERSITAT POLITÈCNICA
DE CATALUNYA
BARCELONATECH



ULSF

Association Of
UNIVERSITY
LEADERS
FOR A
SUSTAINABLE
FUTURE



GHESP - Global Higher Education for Sustainability Partnership

WHERE LEARNING IS FOR LIFE

UNIVERSITY OF
GLOUCESTERSHIRE

Review of Progress Since Copernicus



- *Review of papers and texts from across the globe: Including, French, English, German, Italian, Japanese, Korean, Spanish, Mandarin, Portuguese.*
- *International and National Journals*
Monographs and books
Conference papers
Since 1990 -2010



Regional Trends



- *There have been many developments in the area of **campus management** and sustainability – particularly in the US, NZ and Australia.*
- *Few attempts at embedding ESD into the **curriculum** – Europe most advanced.*
- *Pacific and Africa key advances in offering specialist courses which meet **needs of communities**.*
- *Asia key developments in the science, engineering and technology **research** associated with sustainability.*



Thematic In-roads



- **Arguing the Business Case** – good rationales exist
- **Campus Greening** – with Carbon footprinting and ISO 14001 articles dominating.
- **Community outreach** – one off projects which involve external and internal stakeholders in activities.
- **Curriculum** – curriculum or professional development activities. subject not institutional focused.



Step Changes



- ***Calls for institutional learning and institutional change towards sustainability.***
- ***Institutional auditing – still focused on content analysis of courses or energy auditing.***
- ***Few have considered how sustainability becomes a Strategic Priority in HE Institutions.***



Big Picture Tools?



Scheme	Useful Overlap	Key Differences
HEEPI Higher Education Environmental Performance Improvement (UK)	<ul style="list-style-type: none"> •Aims to improve performance by developing benchmarking in further and higher education •Provides useful information for senior managers •Shares good practice across institutions 	<ul style="list-style-type: none"> •Focus is on environmental performance rather than on learning •Appears to offer open 'learning events' to disseminate information beyond scheme members
Universities that Count Environmental Association of Universities and Colleges (UK)	<ul style="list-style-type: none"> •HE benchmarking scheme •Aims to raise awareness among senior managers •Encourages cross-department and institutional learning 	<ul style="list-style-type: none"> •Based on existing commercial model transferred to HEIs •Focus on environmental performance and corporate responsibility rather than ESD
STAUNCH Sustainability Tool for Auditing University Curricula in HE (UK - Wales)	<ul style="list-style-type: none"> •An assessment tool developed to allow HEIs to measure their contributions to teaching from a sustainable development perspective 	<ul style="list-style-type: none"> •Only available commercially •Complex to use – requires inputs from consultants •Not easily used for cross-institution learning/comparison
AISHE Auditing Instrument for Sustainability in Higher Education (Netherlands/EU)	<ul style="list-style-type: none"> •Based on EFQM Excellence Model •Philosophy is: <i>process-oriented, qualitative and descriptive</i> 	<ul style="list-style-type: none"> •Does not reflect its philosophy, e.g. emphasis on certified environmental management practices •Highly complex tool, too cumbersome for our purposes
UNECE/UNESCO Developed separately but increasingly linked	<ul style="list-style-type: none"> •Focus on ESD •A non-competitive benchmarking approach using both qualitative and quantitative indicators 	<ul style="list-style-type: none"> •Wide-ranging, cross-sector but chiefly based on schools •HE indicators are not context-specific – too 'broad-brush' for institutional learning
Second Nature (USA)	<ul style="list-style-type: none"> •Has gathered case studies on some excellent practice in ESD and SD 	<ul style="list-style-type: none"> •Commercial approach run as a consultancy service •Few institution-wide examples Does not provide a benchmark
College Sustainability Report Card Sustainable Endowments Institute (USA)	<ul style="list-style-type: none"> •Clearly identified indicators based on research into 'best' practice. Some useful ESD indicators under 'administration' 	<ul style="list-style-type: none"> •Focus is chiefly campus operations – ESD is a minor component
Sustainability Assessment Questionnaire Association of University Leaders for a Sustainable Future (USA)	<ul style="list-style-type: none"> •Strong focus on ESD (curriculum and research) 	<ul style="list-style-type: none"> •Highly quantitative and prescriptive in its approach •Broader than ESD - includes greening goals with no clear link to learning
Grand Valley State University Sustainability Initiative (USA)	<ul style="list-style-type: none"> •Useful example with clear emphasis on learning/ESD 	<ul style="list-style-type: none"> •Very specific to this institution •Greening goals with no clear link to learning
The Green League 2008 (USA)	<ul style="list-style-type: none"> •Clear layout with few indicators and informative notes for users 	<ul style="list-style-type: none"> •Covers all aspects of sustainability except ESD
Global Reporting Initiative Index (USA)	<ul style="list-style-type: none"> •Wide range of indicators to review for learning outcomes •Useful notes on using indicators 	<ul style="list-style-type: none"> •Unwieldy range of indicators – focus on governance and environmental management
Berkeley Campus Sustainability Assessment (USA)	<ul style="list-style-type: none"> •3 out of 32 indicators related to learning/ESD 	<ul style="list-style-type: none"> •Focus is chiefly campus operations – ESD is a minor component



- ‘Our fear is that current practice is like expecting a dot-to-dot picture to yield a Rembrandt portrait’*
- *like expecting a dot-to-dot picture to yield a Rembrandt portrait’*



*UK House of Commons,
Environmental Audit Committee*



Sustainability in the DNA



The University of Gloucestershire

- ***UoG is not alone in actively pursuing the sustainability***
- ***UoG perhaps unique in having committed to this area as a defining feature of the University's work for over 20 years.***
- ***UoG has identified sustainability as its defining principle***
- ***Working towards embedding sustainability in its DNA***



Sustainability in the DNA



Our Commitment



PROMISING FUTURES

From harvesting rainwater to remediating the soil, we're using science to give us a helping hand. Your education, our environment. We're looking after tomorrow.



Call 0844 801 0001
OR VISIT www.glos.ac.uk
Where learning is for life



WHERE LEARNING IS FOR LIFE

Sustainability in the DNA



Q. What does it mean?

UOG's mission (2005):

'... Within this overarching mission, the University will contribute fully to the economic, social and cultural life of Gloucestershire and its region, while fostering national and international links. It will also develop an approach to social responsibility which reflects its commitment to sustainability and social justice.'



WHERE LEARNING IS FOR LIFE

Sustainability in the DNA



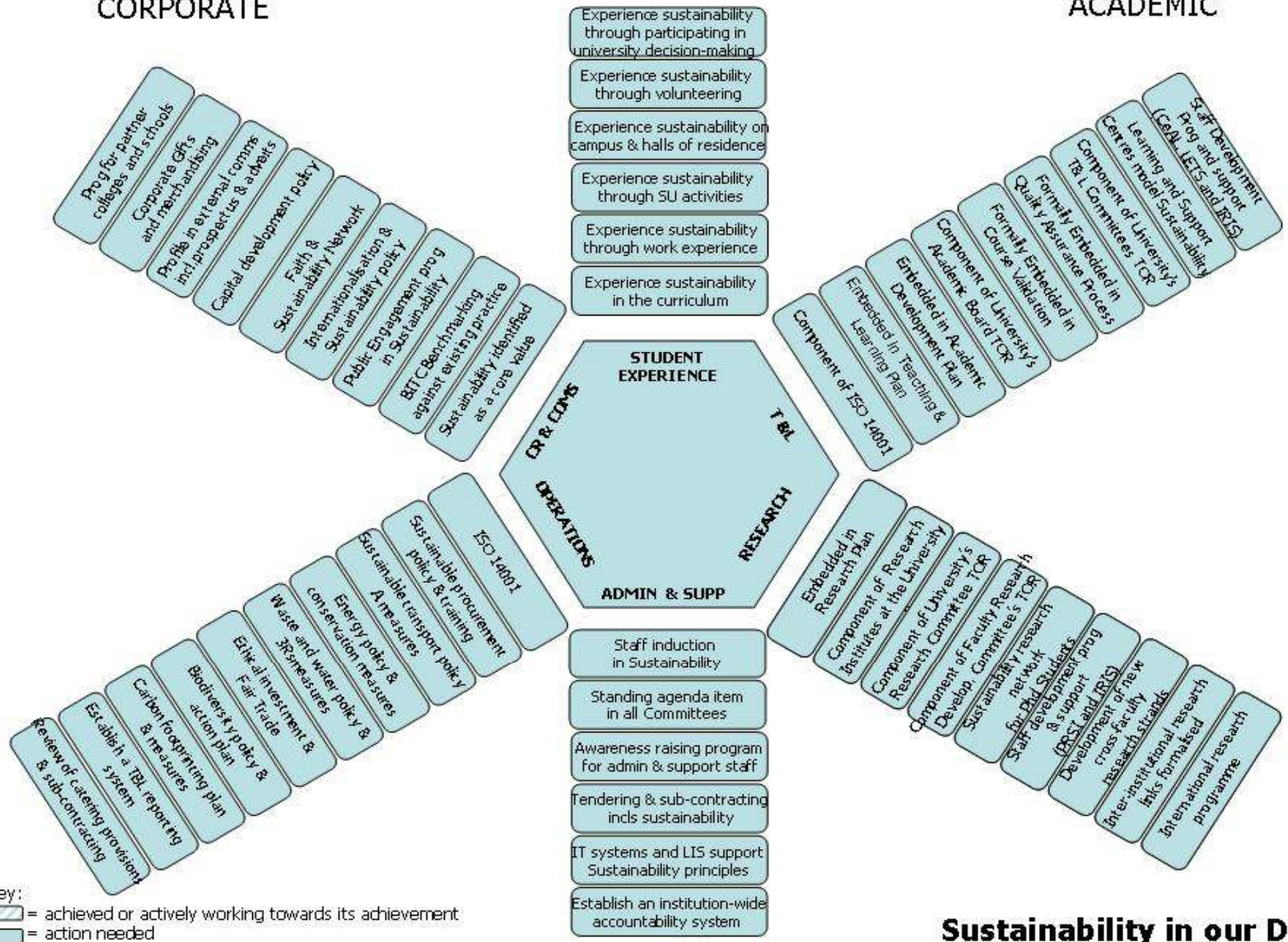
Q. What does it mean?



- **It means sustainability is a core activity of the University**
- **It means more than greening the campus**
- **It means a focus on mainstreaming across all portfolios is discussed at every Exec meeting**
- **It means investment in establishing monitoring and accountability systems**
- **It means investment in capacity building**



CORPORATE

ACADEMIC



Key:
 = achieved or actively working towards its achievement
 = action needed

Sustainability in our DNA

Sustainability in the DNA



Q. How does it show?

The University of Gloucestershire was the first English University to achieve registration to **ISO 14001**, the internationally recognised standard for **Environmental Management Systems**, across the full range of its activities including curriculum development.

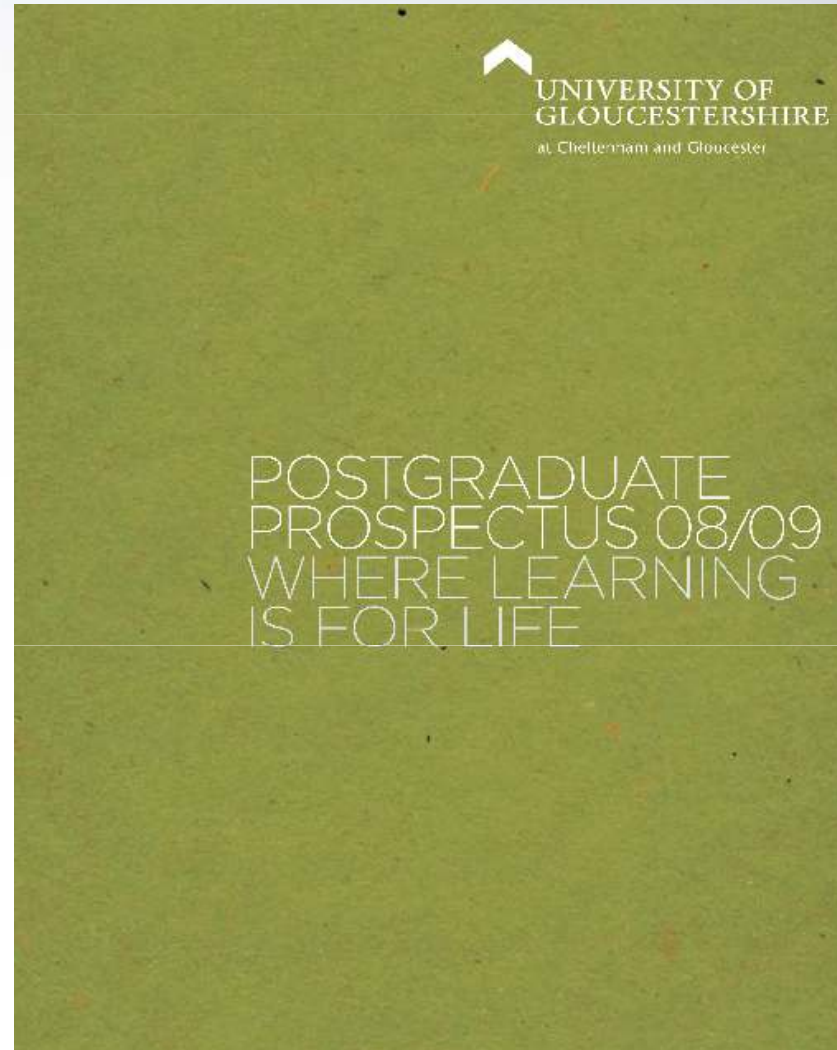
Our institutional commitment to continuous improvement in this area was recently rewarded with a **Green Gown Award** in 2008.



Sustainability in the DNA



Q. How does it show?



Sustainability in the DNA



Q. How does it show?

Ethical Investment Policy

‘In addition, there should be no investment in companies/organisations manufacturing/trading in armaments, tobacco, mining or oil or trading significantly in countries with poor human rights or deemed to be lacking social responsibility, or which, in the view of the fund manager, conflicts with the values espoused by the institution.’

Financial Policy Statement 2002

Ethical Trade

We are a Fair Trade University:

1. The Student Union and the University must both have a Fairtrade Policy incorporating goals below.
2. Fairtrade foods are made available for sale in all campus shops. Fairtrade foods are used in all cafés/restaurants/ bars on campus.
3. Fairtrade foods are served at all meetings hosted by the University
4. There is a commitment to campaign for increased Fairtrade consumption on campus.



Sustainability as a Strategic Priority at UoG



RCE Severn 

Regional Centre for Sustainability Education
promoting transformational learning and change in the West Midlands and South West



WHERE LEARNING IS FOR LIFE

Sustainability in the DNA



Blackout
Monday 9th February

Switch On To Switch Off

Big Switch Off 4:30 - 5:30
Park Villas

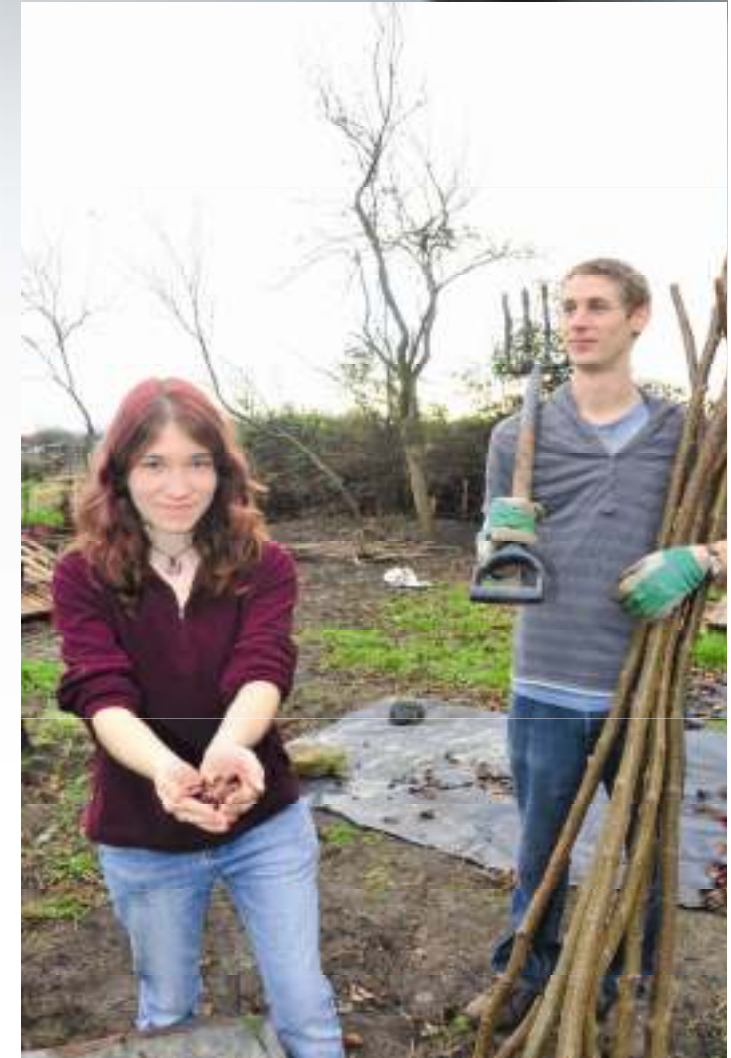
Entertainment in Park SU.
Live music and twilight bingo session
4-6pm

Blackout Fayre 11-4
Park Reception area



Student Involvement.

- Students Consultation Committees
- Transition University led by students
- Allotments
- Edible Gardens
- Ecopower rangers
- Switch-off to Switch-on Campaign



WHERE LEARNING IS FOR LIFE

Sustainability in the DNA



Student Involvement.

Eco-Power Ranger - Our Planet Needs You!

Be an energy hero! Be an Eco-Power Ranger!

YOUR MISSION POSSIBLE IS:-

- To have teams of Eco-Power-Rangers monitor the energy use of each campus (electricity, heating etc.)
- To monitor office and study areas of UoG and discuss issues with relevant members of staff
- To visit residential buildings and houses on request from residents to conduct informal energy use surveys
- To advise students and staff on all the ways they can reduce their impact on this fragile planet's resources as individuals and communities



Sustainability as a Strategic Priority at UoG



Q. How does it show?

Most Employable!
97% of our graduates find employment after study



WHERE LEARNING IS FOR LIFE

Sustainability as a Strategic Priority at UoG



Q. How does it show?

University of Gloucestershire recognised as sustainability sector leader by HE Minister

Higher Education Minister, David Lammy has congratulated the University of Gloucestershire on its sector-leading approach to sustainability in the Times Higher (26 February 2009)

“.....Increasingly in the future, passion and knowledge for sustainability will set you apart.”

‘

26th February 2009



Sustainability in the DNA



Q. How does it show?

- **Ranked No.1 by *The Times* Green League of Universities (People and Planet 2008). No.2 in 2010.**
- **2010 Winner of Continuous Improvement Green Gown Award**
- **2008 Winner of the Continuous Improvement Green Gown Award**
- **2008, 2009, 2010 Runner-up for 5 Green Gown Awards.**
- **2008-2010 EU Marie Curie Fellowship for embedding ESD across University**



Sustainability in the DNA



Q. How is it Happening?

Going with the Grain of the Institution:

Tradition of religious inquiry which helped inform the university's commitment to social justice and responsibility

Context for ethical and moral commitment to sustainability

Framed the nature and focus of the University's leadership.

Values mutual support and public service



Sustainability as a Strategic Priority at UoG



Q. What still challenges us?

Everything...but particularly..

- **enticing students to the agenda**
- **supporting academic staff within their discipline specialisms**
- **encouraging admin and support staff to develop their own responses and action plans.**
- **external funding sources to support institutional development**
- **International agenda and capital developments**
- **Communicating what we are doing – not as news worthy**



WHERE LEARNING IS FOR LIFE

Sustainability as a Strategic Priority



Q. What have we learnt?

Recognise the importance of **relationships and partnerships** at the local, national and international level

Be inclusive and seek **engagement** of staff and students as well as external stakeholders

Have a **vision** and not just a strategy

Be **systemic** and not just *strategic* in its approach

Innovate do not just integrate



Sustainability as a Strategic Priority at UoG



Visit our webpages:

Our Sustainability Vision and Strategy

<http://www.glos.ac.uk/vision/sustainability/strategy>

Our Sustainability News

<http://www.glos.ac.uk/vision/sustainability/news>

Our Sustainability Research

<http://www.glos.ac.uk/vision/sustainability/research>

Our Sustainability Education

<http://www.glos.ac.uk/vision/sustainability/education>

Our Sustainability Practice

<http://www.glos.ac.uk/vision/sustainability/practice>

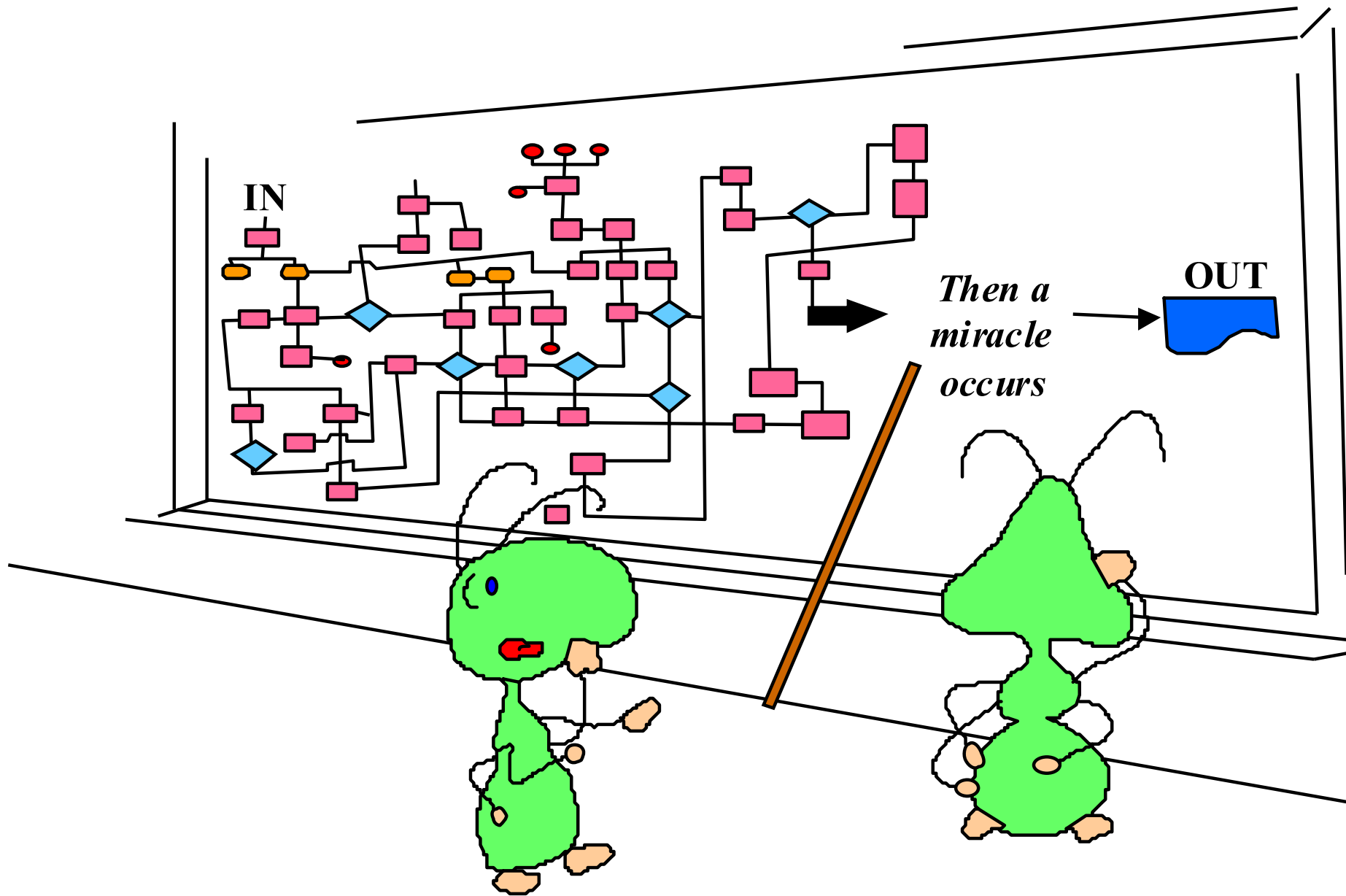


Possibilities for the Copernicus Alliance



- **A network that acknowledges the need for step changes towards sustainability**
- **A network that respects the motivations and situations of the different Universities**
- **A network that builds on the experiences and cultures of the institutions – no tick box exercise!**
- **A network that celebrates success and good practice**





“Good work but I think we need just a little more detail right here”