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2-19-2020

Envisioning Higher Education for Sustainability AFTER the Sh*t Hits the Fan

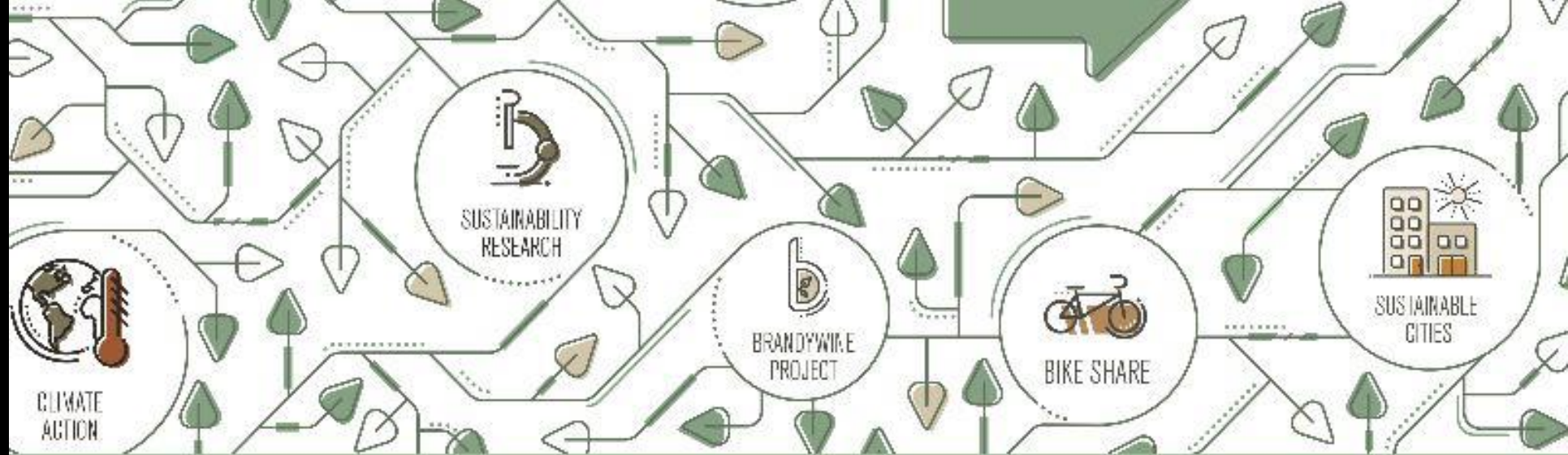
Paul Morgan

Rebecca Drake

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SUSTAINABILITY

RESEARCH and PRACTICE SEMINAR

February 19, 2020

Professor Paul Morgan

Educational Foundations & Policy Studies

Envisioning Higher Education for Sustainability

*AFTER the Sh*t Hits the Fan*

Wednesday, 12:00 to 12:50 pm in Sykes Student Union 255A/B

2020 HIGHER EDUCATION CLIMATE LEADERSHIP SUMMIT

FEB 23-25 ATLANTA



Second
Nature



2020 Higher Education Climate Leadership Summit

We are facing a climate emergency. What are higher education's responsibilities and opportunities to be part of the solution?



Dr. Paul Morgan

Professor

West Chester University of PA

pmorgan@wcupa.edu



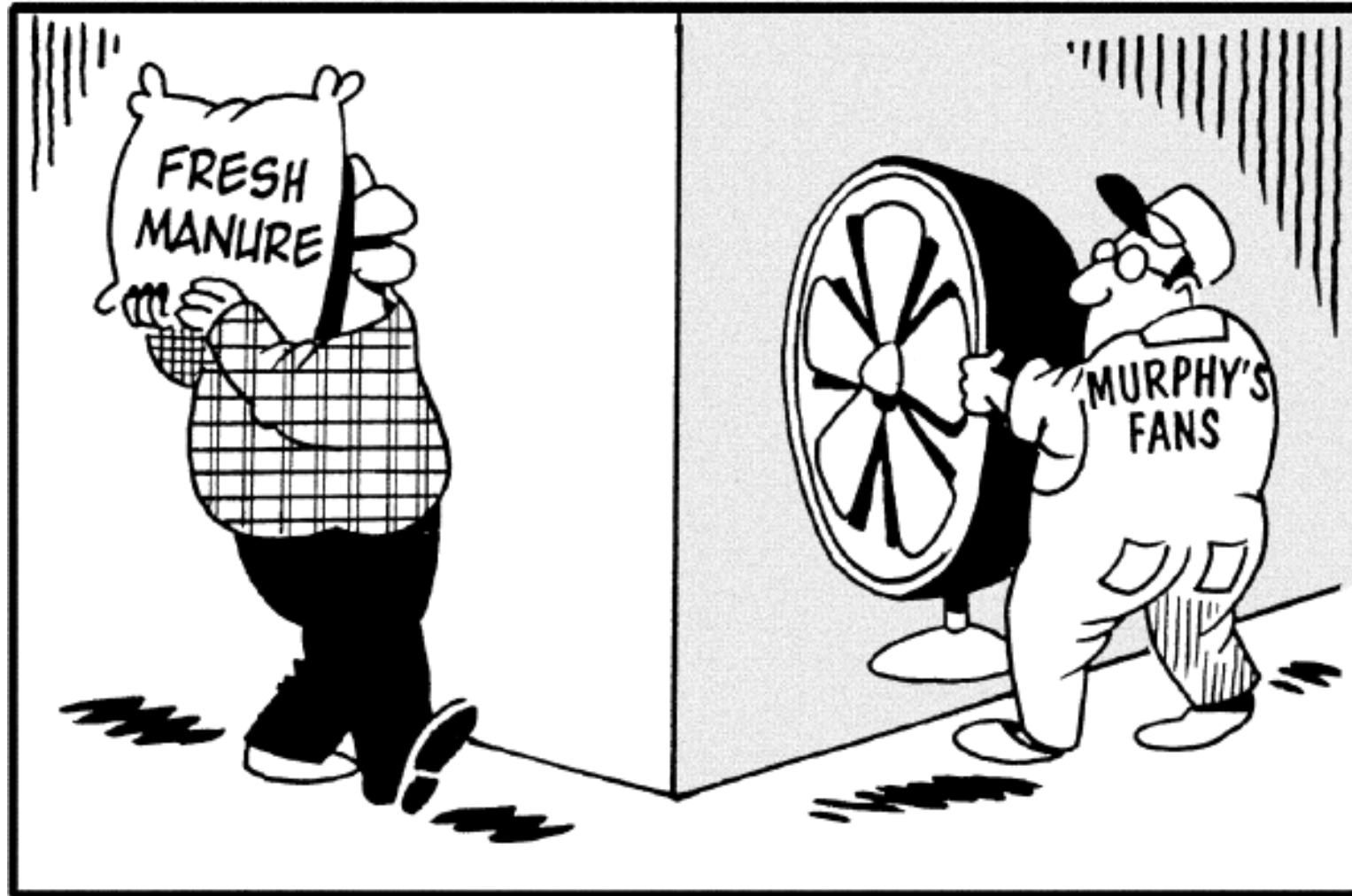
Elizabeth Drake

Climate Action Manager

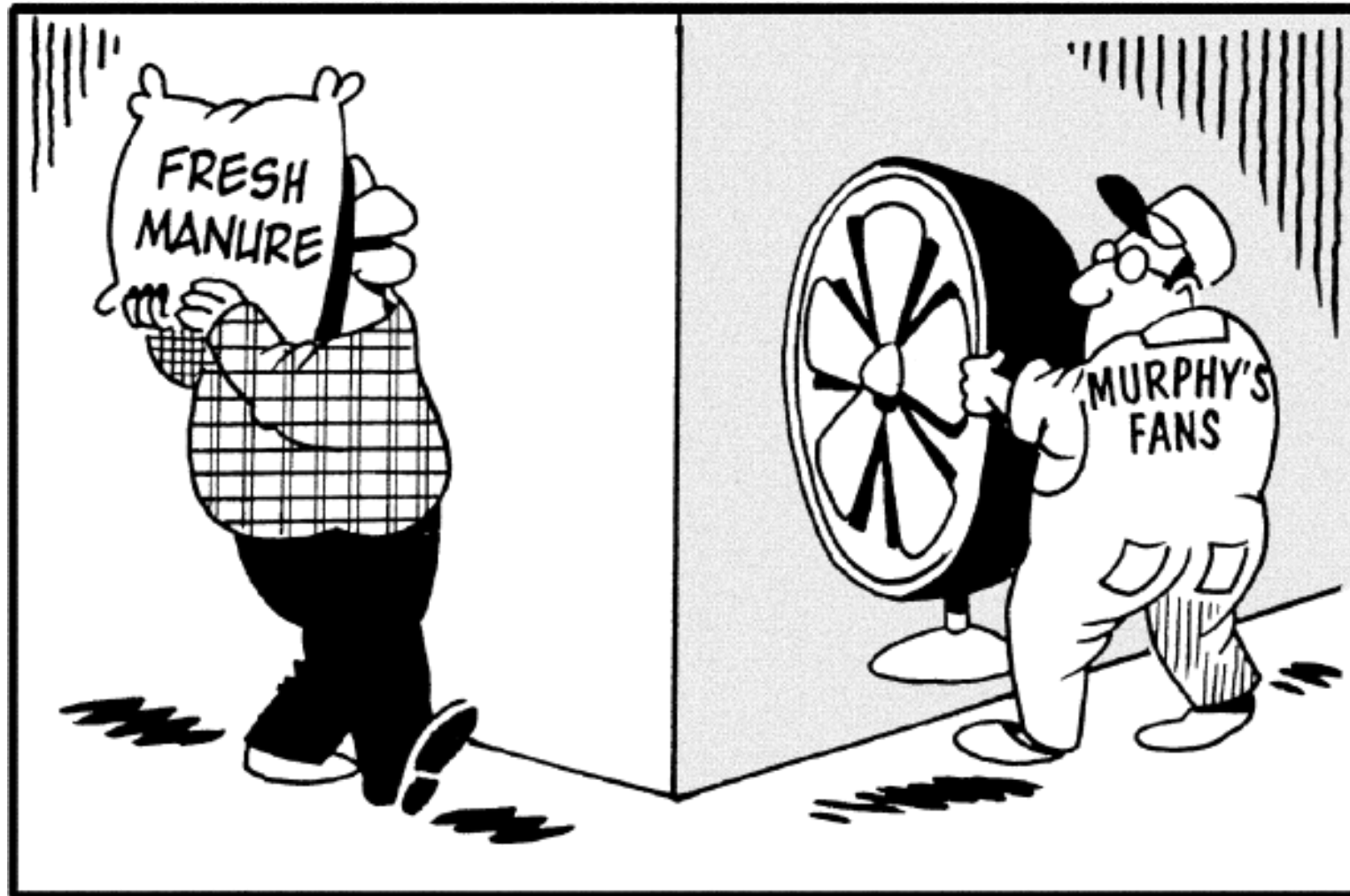
Swarthmore College

edrake1@Swarthmore.edu

Inspiring Climate Action by Envisioning Higher Education for Sustainability *after* the Sh*t Hits the Fan



Inspiring Climate Action by Envisioning Higher Education for Sustainability *after* the Sh*t Hits the Fan



PURPOSE

Engage in deep dialogue and a thought experiment aimed at articulating transformational climate initiatives, and generating leadership momentum for overcoming barriers to action.



An aerial photograph of a massive crowd of people gathered on a large paved area, likely a festival or concert. The crowd is dense and fills most of the frame. The text 'DANCE OF URGENCY' is overlaid in large, white, outlined letters. The word 'DANCE' is at the top, 'OF' is in the middle, and 'URGENCY' is at the bottom. The background shows some green grass and a road with white lines.

DANCE

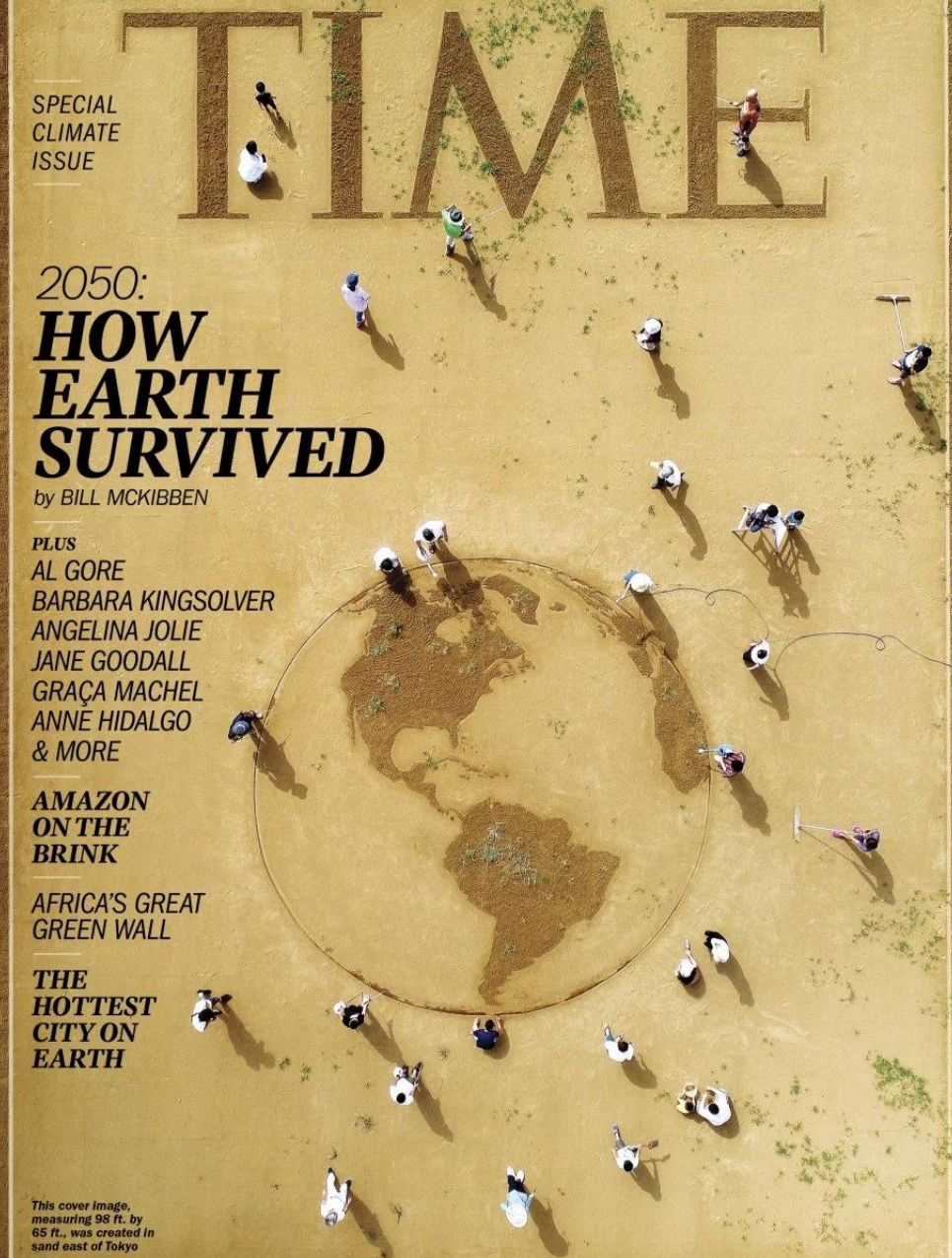
OF

URGENCY

DOUBLE ISSUE

SEPTEMBER 23, 2019

TIME



SPECIAL
CLIMATE
ISSUE

2050: **HOW EARTH SURVIVED**

by BILL MCKIBBEN

PLUS
AL GORE
BARBARA KINGSOLVER
ANGELINA JOLIE
JANE GOODALL
GRAÇA MACHEL
ANNÉ HIDALGO
& MORE

**AMAZON
ON THE
BRINK**

**AFRICA'S GREAT
GREEN WALL**

**THE
HOTTEST
CITY ON
EARTH**

This cover image,
measuring 98 ft. by
65 ft., was created in
sand east of Tokyo

THE FUTURE WE CHOOSE



Surviving the Climate Crisis

Christiana Figueres and
Tom Rivett-Carnac

Architects of the 2015 Paris Agreement



GLOBAL CLIMATE STRIKE

FRIDAY SEPTEMBER 20

SO WHAT
SAVE THE PLANET

PURE POWER

END THE DROUGHT ON CLIMATE ACTION

THE CLIMATE CHANGE IS FIRE

YOUR CHOICE TO SURVIVE

There IS NO Planet B

The decisions didn't have a choice WE DO!

YOUR CHOICE TO SURVIVE

THE PLANET IS OUR HOME

WINTER IS...
NOT COMING



I WAS HOPING FOR A COOLER DEATH



SKOLSTREJK
FÖR
KLIMATET





~~Climate Change~~

THE GLOBAL CLIMATE CRISIS

*U.S. governors, mayors, businesses, investors, colleges
and universities say:*

**WE ARE
STILL IN**

*and will work together to ensure the
U.S. remains a global leader in reducing carbon emissions.*

WE ARE STILL IN

Open letter to the international community and parties to the Paris Agreement from U.S. state, local, and business leaders

We, the undersigned mayors, governors, college and university leaders, businesses, and investors are joining forces for the first time to declare that we will continue to support climate action to meet the Paris Agreement.

In December 2015 in Paris, world leaders signed the first global commitment to fight climate change. The landmark agreement succeeded where past attempts failed because it allowed each country to set its own emission reduction targets and adopt its own strategies for reaching them. In addition, nations - inspired by the actions of local and regional governments, along with businesses - came to recognize that fighting climate change brings significant economic and public health benefits.

The Trump administration's announcement undermines a key pillar in the fight against climate change and damages the world's ability to avoid the most dangerous and costly effects of climate change. Importantly, it is also out of step with what is happening in the United States.

In the U.S., it is local and state governments, along with businesses, that are primarily responsible for the dramatic decrease in greenhouse gas emissions in recent years. Actions by each group will multiply and accelerate in the years ahead, no matter what policies Washington may adopt.

In the absence of leadership from Washington, states, cities, colleges and universities, businesses and investors, representing a sizeable percentage of the U.S. economy will pursue ambitious climate goals, working together to take forceful action and to ensure that the U.S. remains a global leader in reducing emissions.

It is imperative that the world know that in the U.S., the actors that will provide the leadership necessary to meet our Paris commitment are found in city halls, state capitals, colleges and universities, investors and businesses. Together, we will remain actively engaged with the international community as part of the global effort to hold warming to well below 2°C and to accelerate the transition to a clean energy economy that will benefit our security, prosperity, and health.

Sign the Global Climate Emergency Letter

*Working together to nurture a habitable planet for future generations
and building a greener and cleaner future for all!*



HESI HIGHER EDUCATION
SUSTAINABILITY INITIATIVE



2020 HIGHER EDUCATION CLIMATE LEADERSHIP SUMMIT

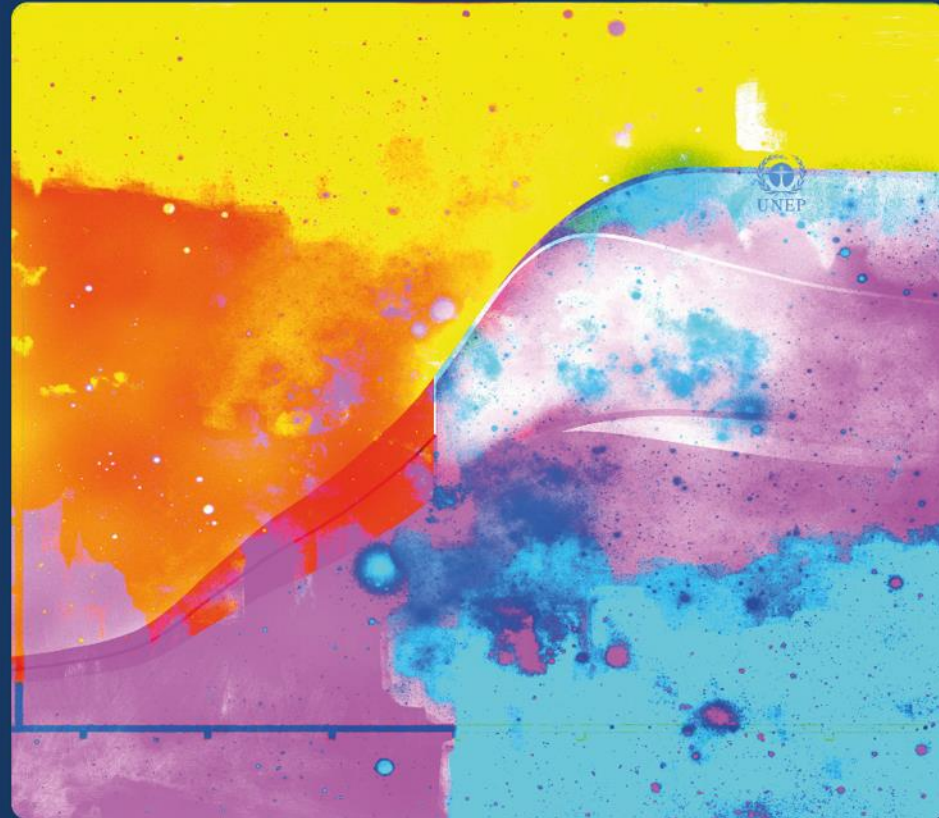
FEB 23-25 ATLANTA



“When we meet together in February 2020, the world will have only ten years left to make the changes necessary to avoid the most devastating impacts of climate change.”

Global Warming of 1.5°C

An IPCC special report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty.



2030

Governments around the world must make "rapid, far-reaching and unprecedented changes in all aspects of society" to avoid disastrous levels of global warming (IPCC, 2018).

CONUVIDRUM

Despite significant progress, “award winning” accomplishments, and a greater sense of urgency, higher education has not yet made the bold transformations needed to address the depth and scale of the climate crisis. Efforts have not been “rapid, far-reaching and unprecedented.”

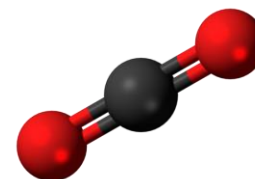
It all amounts to . . .

BUSINESS

AS

USUAL.

**WITH
A LITTLE LESS
CARBON**

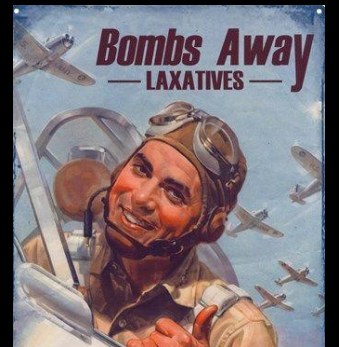




2 Critical Questions To Ask

1) What are the real and perceived *barriers* to making rapid, far-reaching and unprecedented changes in our institutions?

2) What would have to happen to *loosen* or *dissolve* these barriers? What could shake us out of 'business as usual'?

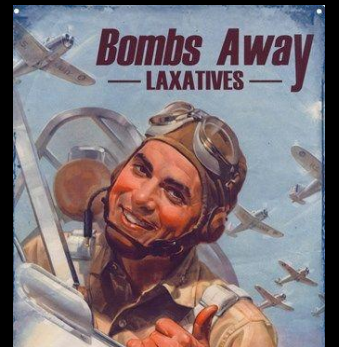




Talk amongst yourselves

1) What are the real and perceived *barriers* to making rapid, far-reaching and unprecedented changes in our institutions?

2) What would have to happen to *loosen* or *dissolve* these barriers? What could shake us out of 'business as usual'?



THOUGHT

EXPERIMENT



Steinberg

At some point in the near future . . .



Not Apocalypse Now









allen lane

The Uninhabitable Earth

A STORY OF THE FUTURE

David
Wallace-Wells



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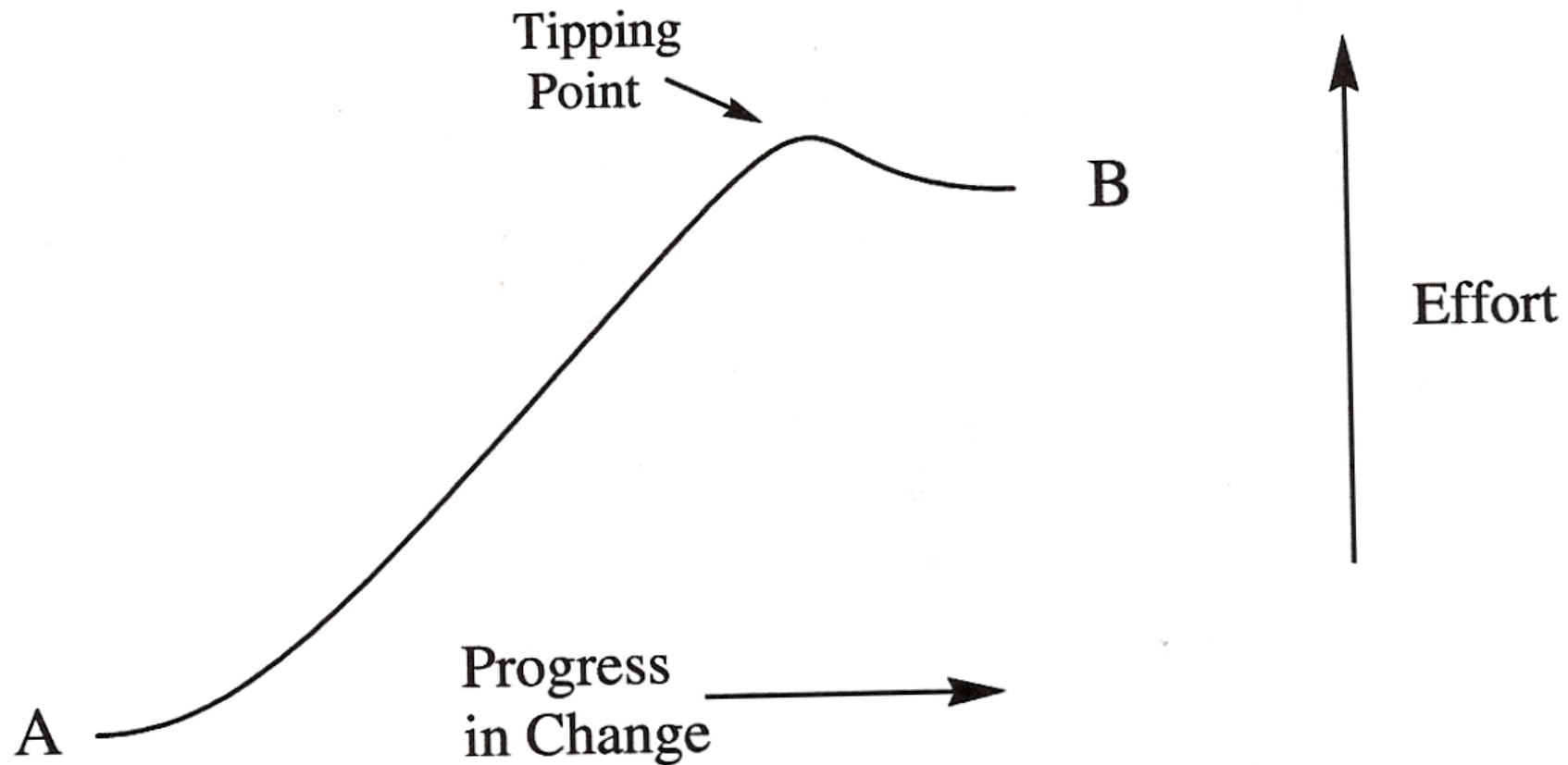
California



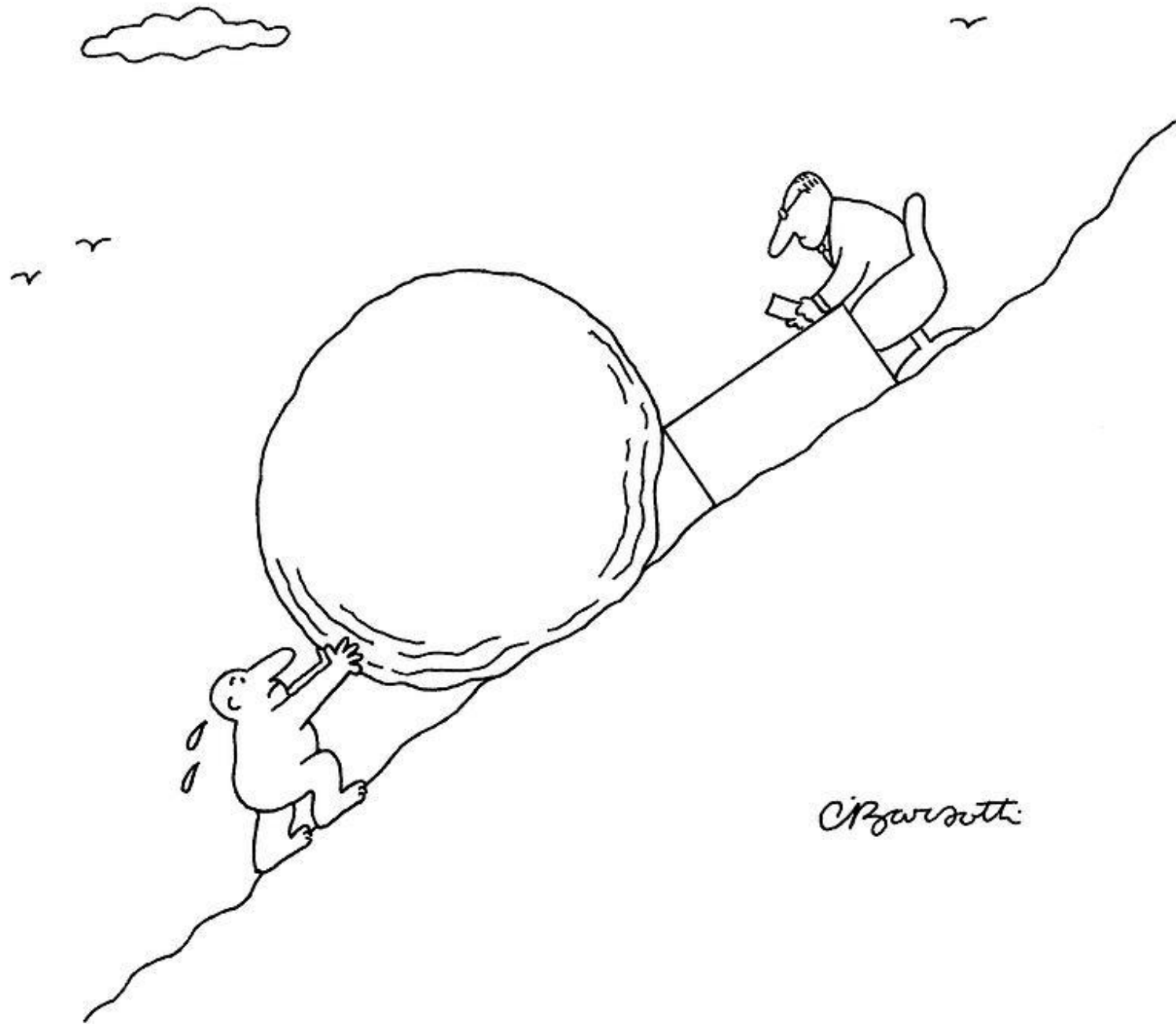
Australia



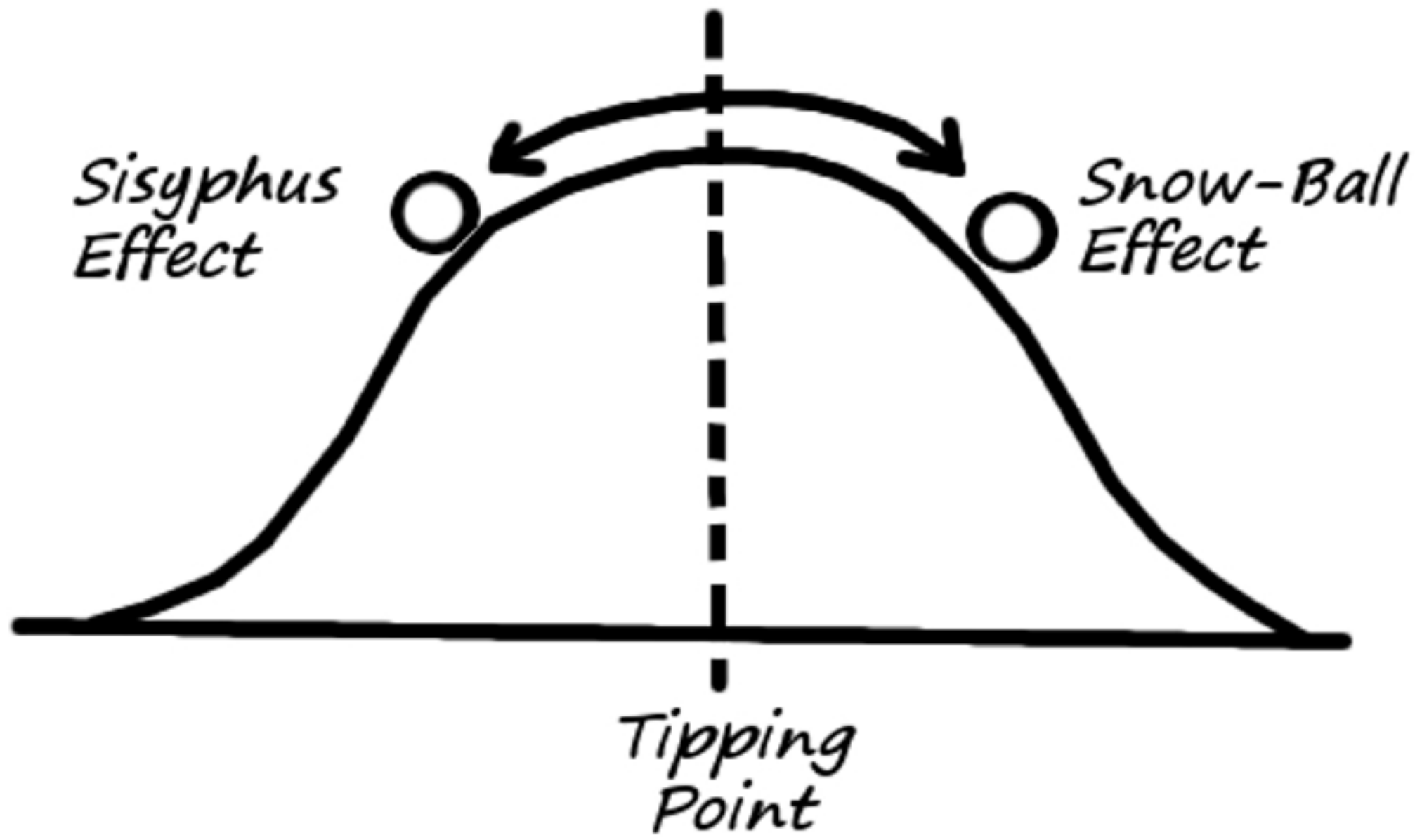
Pivotal Moment







C. B. Smith



Barriers Evaporate

Obstacles to action will melt away, and higher education sustainability advocates and leaders will be called on to present their plans for rapidly transforming the purposes and practices of higher education in order to respond to the planetary crisis.



In Other Words

What exactly would colleges
and universities have to be or
become to make them relevant
. . . after the sh*t hits the fan?

In Groups

What changes would you propose when barriers to implementation melted away? Generate a list of initiatives & priorities . . .

Evaluate your initiatives & proposals

- Do the proposals match the depth and urgency of the crisis or are they business as usual with a whiff of transformation?
- How do your/our *current* initiatives compare to what we imagine we would do if barriers to action were dissolved? How can we generate the momentum needed to move our visions from the margins to center . . . *before* the sh*t hits the fan?

**What's the
Bottom Line ?**

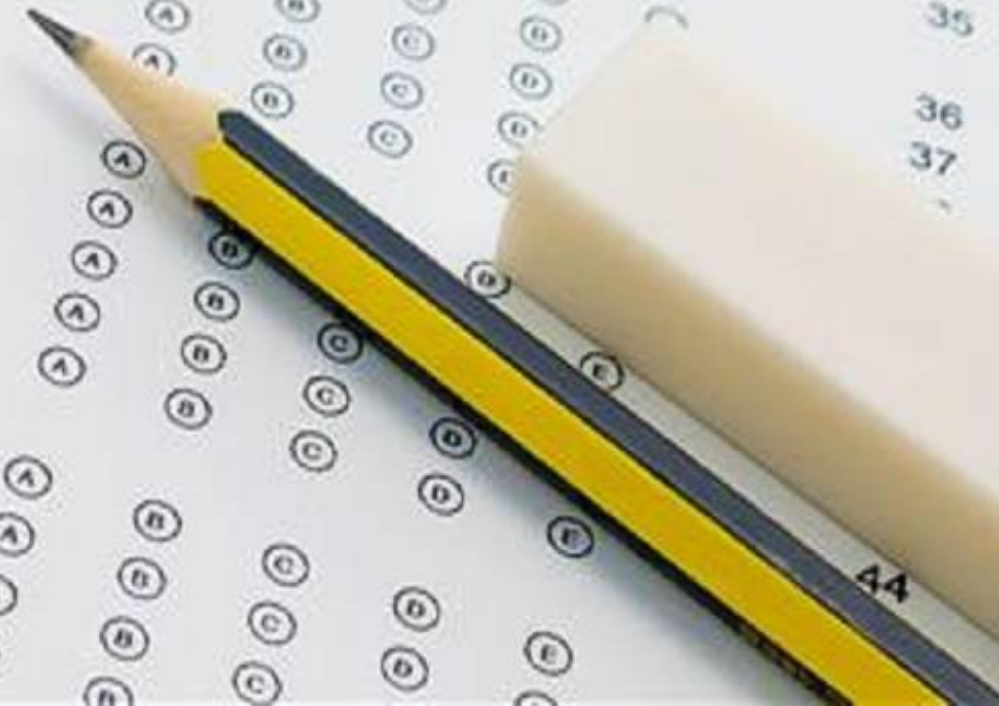
ANSWER SHEET

NAME: _____

For each answer, please fill in marks like this:

● not like this:

1	(A)	(B)	(C)	(D)	(E)	31	(X)	(S)	(S)
2	(A)	(B)	(C)	(D)	(E)	32	(A)	(B)	(C)
3	(A)	(B)	(C)	(D)	(E)	33	(A)	(B)	(C)
4	(A)	(B)	(C)	(D)	(E)	34	(A)	(B)	(C)
5	(A)	(B)	(C)	(D)	(E)	35	(A)	(B)	(C)
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10	(A)	(B)	(C)	(D)	(E)		(A)	(B)	(C)
11	(A)	(B)	(C)	(D)	(E)		(A)	(B)	(C)
12	(A)	(B)	(C)	(D)	(E)		(A)	(B)	(C)
13	(A)	(B)	(C)	(D)	(E)		(A)	(B)	(C)
14	(A)	(B)	(C)	(D)	(E)		(A)	(B)	(C)
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16	(A)	(B)	(C)	(D)	(E)		(A)	(B)	(C)
17	(A)	(B)	(C)	(D)	(E)		(A)	(B)	(C)
18	(A)	(B)	(C)	(D)	(E)		(A)	(B)	(C)
19	(A)	(B)	(C)	(D)	(E)		(A)	(B)	(C)
20	(A)	(B)	(C)	(D)	(E)		(A)	(B)	(C)



How can we individually and collectively generate the momentum needed to move our visions from the margins to center *before* the sh*t hits the fan?

Individually

ENCOURAGE

COURAGE

What changes do we fear saying
out loud or asking for? Why?

Together



Higher Education Complicit in Climate Emergency: Vermont's Sterling College Adopts New Mission & Vision

CRAFTSBURY COMMON, Vt. —The president of Sterling College today said higher education is contributing to the catastrophic loss of the planet's biodiversity and is worsening the effects of climate change by leaving a generation unprepared for the ecological and social crises ahead.

“Colleges and universities, like strip mines that cleave off the tops of mountains and factories that produce herbicides, have been co-conspirators in the emergency now unfolding,” said Sterling President Matthew Derr. “It is critical, and overdue, that the academy, and its leaders, take action to avert imminent calamity.”

Higher education is addicted to and promotes extractive economic growth and consumption, Derr said. The seizure of the planet's natural wealth for financial gain is a moral issue. If we continue to be the training ground for extractive economies—capitalist or socialist—that rob graduates of the livelihoods they promise, we will betray this and future generations. Instead, we must offer the education they need to contend with the ecological crises ahead.

Pedagogy



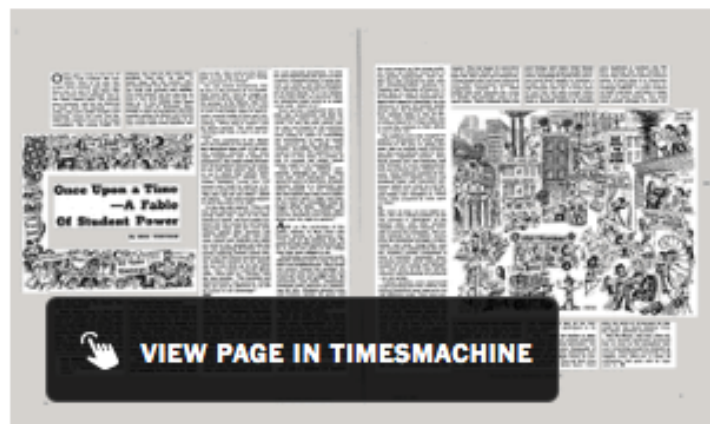
Once Upon a Time —A Fable Of Student Power

By NEIL POSTMAN JUNE 14, 1970

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June 14, 1970, Page 6

ONCE upon a time in the City of New York civilized life very nearly came to an end. The streets were covered with dirt, and there was no one to tidy them. The air and rivers were polluted, and no one could cleanse them. The schools were rundown, and no one believed in them. Each day brought a new strike, and each

Learning *to*
Die
in the
Anthropocene



REFLECTIONS ON THE
END OF A CIVILIZATION

Roy Scranton

"Scranton draws on his experiences in Iraq to confront the grim realities of climate change. The result is a fierce and provocative book."

—Elizabeth Kolbert, author
of *The Sixth Extinction*

The argument of the book

“We have failed to prevent unmanageable global warming and that global capitalist civilization as we know it is already over, but that humanity can survive and adapt to the new world of the Anthropocene if we accept human limits and transience as fundamental truths, and work to nurture the variety and richness of our collective cultural heritage. Learning to die as an individual means letting go of our predispositions and fear. Learning to die as a civilization means letting go of this particular way of life and its ideas of identity, freedom, success, and progress” (24).

What does it mean to be human?

What does it mean to live?

What is good?

What is truth?

Our institutions must become simultaneously more like a retreat center and more like a hub of community engagement.



HOW
UNIVERSITIES
CAN HELP CREATE
A WISER WORLD

THE URGENT NEED FOR AN ACADEMIC REVOLUTION

NICHOLAS MAXWELL

LEARNING FUTURES

Education, technology and social change



Keri Facer

ROUTLEDGE

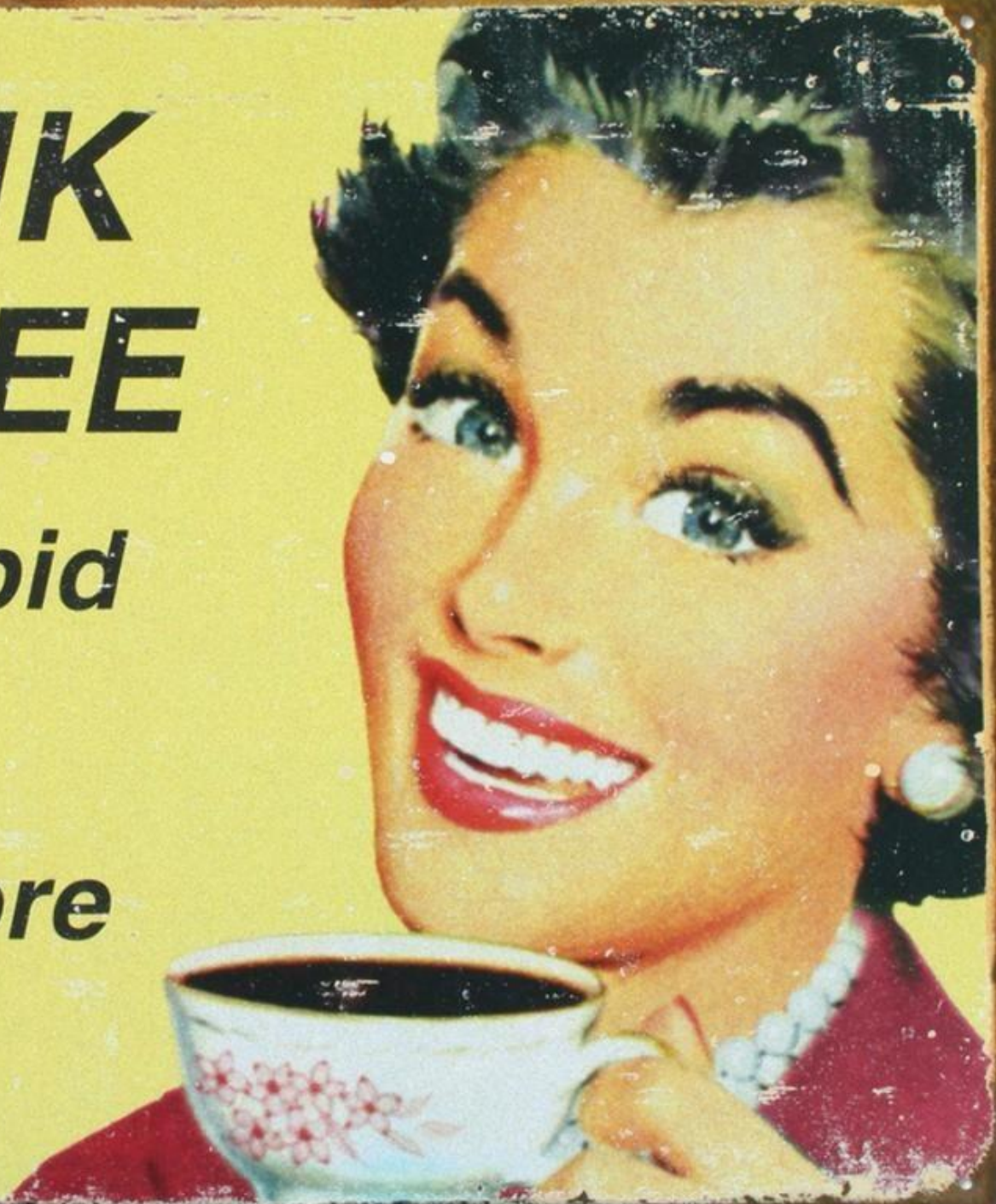


“The future-building school is concerned with building the capacity of its students and communities to imagine and build alternative futures.”

DON'T JUST
DO SOMETHING,
SIT THERE.

DRINK COFFEE

***Do Stupid
Things
Faster
with More
Energy***



"We wear
our Busyness
like a badge of
honor, like an
identity or proof
of worthiness.

BUT WE'VE
got it wrong."

**MOST
OBSTACLES
MELT AWAY
WHEN WE
MAKE UP
OUR MINDS
TO WALK
BOLDLY
THROUGH
THEM**

(ORISON SWETT MARDEN)

Principles and proposals

- Higher Education's Public Purpose (Jun 20, 2016)

by Bethany Zecher Sutton

<https://www.aacu.org/leap/liberal-education-nation-blog/higher-educations-public-purpose>

PRESIDENTS AND CHANCELLORS ASKED TO AFFIRM ACTION
STATEMENT ON PUBLIC PURPOSES OF HIGHER EDUCATION

<https://compact.org/presidents-and-chancellors-asked-to-affirm-action-statement-on-public-purposes-of-higher-education/>

Action Statement: <https://compact.org/actionstatement/statement/>

Commitments from the 30th Anniversary Action Statement

- <https://compact.org/actionstatement/>

How Universities Can Help Create a Wiser World

- [SLIDES: https://slideplayer.com/slide/7782117/](https://slideplayer.com/slide/7782117/)

2030

NOW



Paul A. Morgan

West Chester University of Pennsylvania

pmorgan@wcupa.edu

THE
S
H
P

1

A photograph of Aurora Winslade, a woman with shoulder-length blonde hair, smiling and speaking at a dark wooden podium. She is wearing a grey blazer over a black top, a green beaded necklace, and a name tag that reads "AURORA WINSLADE STAFF". The background is a maroon curtain.

Aurora Winslade

Director of Sustainability

Swarthmore College

awinsla1@Swarthmore.edu

Description

This session will engage Summit participants in deep dialogue and a thought experiment aimed at articulating transformational climate initiatives, and generating leadership momentum for overcoming barriers to action. Our collective conundrum is that despite significant progress, higher education has not yet made the fundamental transformations needed to address the scale and urgency of the climate crisis. To address this conundrum, we will first engage participants in dialogue around barriers to change. Participants will then engage in a thought experiment titled, Envisioning Climate Leadership after the Sh*t Hits the Fan. After generating a list of transformational initiatives, as a group we will assess how current initiatives compare to what we imagine we would do if barriers to action were dissolved. The session will conclude with an invitation for participants to commit to visionary climate action before the sh*t hits the fan.

- Individually
 - (En)courage
 - Slow down . . . From busy-ness
- Together
 - New Mission & Vision (e.g. Sterling College)
 - Revive and/or Emphasize the Public Purposes of Higher Education
 - Pedagogy – Neil Postman, A Fable of Student Power
 - Initiatives – e.g. Swarthmore
 - Higher Ed must become more liberal *AND* more practical (reference Jane Tompkins here)
 - Keri Facer – Learning Futures
 - Research (Nicholas Maxwell – How Universities Can Help Create a Wiser World)

REMOVE

[Brief introductions including our
qualifications for making this presentation]