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For me, I ask myself, how can I incorporate these things in a meaningful way for students to reflect on themselves,

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00:00:09,600 --> 00:00:26,450

to understand the impact they have not only in their immediate microchipping but on a ripple effect on a macro level?

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00:00:26,450 --> 00:00:35,360

Hi, everyone, and welcome to the staff lounge, a place to unwind, reflect and connect with the faculty at Hunter College in Toronto, Canada.

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In each episode, we'll be having casual chats, interviews and tips from our teaching and learning support team.

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I'm your host, Shirantha Beddage. I'm a saxophonist, composer and faculty in The Bachelor of Music Program.

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With the upcoming Climate Change Conference in Glasgow, Scotland, coming up on October 31st, 2021,

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we thought it would be a very important opportunity to shine a spotlight on sustainability at our institution.

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We're going to talk to people in all different facets of the college today,

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and we're going to start things off with our casual chat segment of the episode,

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where we interview three different faculty members who are integrating sustainability into their classrooms.

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Vidya Rampersad is an early childhood education professor in the Faculty of Health Sciences and Wellness.

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00:01:24,930 --> 00:01:32,080

Rossi Kadiza is the PC of Fashion Management Postgraduate Certificate in the Faculty of Business, and Vladimir.

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Stephanie is a professor in the Faculty of Applied Sciences and Technology in Fashion Management.

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I would just love for you to to all speak about the projects that you're working on related to sustainability.

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We'll start with video and then I'll pass it over.

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Well, what I'll say is that most of my assignments students are in the early childhood education program.

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Yeah, and it's theory. We do a lot of theory on development.

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Part of that is looking at human behavior. So I find that links directly to all the sustainability goals set out by the United Nations.

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However, I find students sometimes have a difficult time understanding the relationship between what they do and the actual goal.

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What does that mean? So my role is helping them create those links.

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Another piece that I that I work on is the critical thinking and creative thinking,

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because sometimes there's an acceptance of what does sustainability mean?

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And we all tend to stick to the Brundtland sort of reports to preserve today and leave, you know, the least footprint for tomorrow.

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However, we forget about the negative impact of sustainability.

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When it comes to practice and when I say the negative impact of sustainability,

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I'm talking about systems and how systems hold certain types of things in place, so I relate.

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My assignments are related directly to children, to our students and what's happening in the world locally and globally.

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So I'll give you an example right now. So I try to also stay current.

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Right now, we're talking a lot about indigenous people, but to understand what held, how is it that negative attitudes have been sustained over time?

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One thing I talked about an influence on assignment that I did this semester with my students

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was the delayed acknowledgment because we are all engaged in indigenization of our curriculum.

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And I found that I reflected on on a personal level was how does this land acknowledgment really change me?

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And how many times have I read it? So I've asked students I built in this part of my assignment for students to recognize,

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engage in deep reflections and recognize how many times they have seen the land acknowledgment,

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how many times they've heard it and how did it actually change them.

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And these were fourth semester students, which meant they have seen it on every course outline for three semesters prior to now.

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And then once they have truthfully and I said, there's no right answer for this.

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This is about authenticity and truthfulness as a person,

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00:04:43,020 --> 00:04:52,170

and that feeds into the goals and the core values of Humber College of Respect and Integrity and Social Awareness and all of these things.

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So students have to look at this and then the next piece of it was asking them to think now of where they live, the land on which they live.

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How do they engage in behaviors that shows respect for the land they live on the air day breathe and the water around them?

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Because if we can appreciate it for ourselves and we can value these things, then we can transfer that respect to for children to observe us.

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So linking it to theory, social learning theories, students can do that,

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but also linking it to systems theories and how systems begin to influence each other.

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So the land does not exist by itself, the air, the water, it's all interdependent and it all influence our survival.

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So when we realize the impact of this, then perhaps it can foster that sense of responsibility and commitment to keepers or guardianship of the Earth.

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So it's sort of unfolding from assignments and practice to thinking.

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And another piece was asking students to write yet owned land acknowledgment.

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That actually sparked a lot of dialog because they were asking questions such as Dwight,

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I am an international students, do I write about Canadian indigenous people?

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And that was a really good question because it also reflected for me to think about it.

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And what I have learned from my exploration is that every land across the globe have indigenous people that

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is unique to our land and that actually spark the interest of the students now looking to their own place,

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looking at power and control, linking it directly to sustainable goals outlined by the U.N. and our own commitment to meeting these goals by 2030.

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It used to be 20 30. Now it's 2050. It has moved.

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The goalposts move. But for me, I ask myself, How can I incorporate these things in a meaningful way for students to reflect on themselves,

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00:07:11,640 --> 00:07:20,190

to understand the impact they have not only in their immediate micro setting, but on a ripple effect on a macro level?

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And today we because of COVID,

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we are forced to see the impact of all the systems working for each other and sometimes against each other in positive ways, in negative ways.

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So understanding the systems and varying perspectives of sustainability is an important piece for me right now.

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There's so many pearls of wisdom in there. I just really love the idea of of how you're helping the students to connect these ideas to

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themselves personally and really take it upon themselves to reflect and do so in a tangible way.

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Rosie, can you tell me a little bit about the collaboration that both of you have been

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engaging in as it results as it relates to sustainability in your program?

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So when we started with Vladimir this project,

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it all started a couple of years ago with us wanting to change the classroom and do something different.

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So it was before COVID, so and we said it was the beginning of the sustainability program.

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So sustainability profile from the management and we thought,

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00:08:28,970 --> 00:08:33,620

so how can we make a difference like we have a third class and we want to make something different?

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So we did some research and we found, though, that we wanted to do a lot of hands on experiential learning with the students.

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And we found and we are in the business stream.

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So we saw that there was a gap like when we teach in the classroom, we all use cases that aren't about big companies, H&M or like, I don't know,

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LVMH or anybody like that are somewhere there in the clouds and however we see them, but we cannot really very closely relate to them.

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00:09:04,850 --> 00:09:10,790

So we thought, Oh, well, there is a very it's a gap in the experiential learning.

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We find that there are no cases that are written about subjects or people or companies that students could relate to.

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They could really find it close to their hearts. And plus, there was pretty much nothing on sustainable fashion at the time.

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Like, not that there is much a lot right now, but like we couldn't find any cases.

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So we thought, Well, if there is nothing, wait until you're right, why don't you write cases about Humber alumni or local entrepreneurs?

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So bringing that locality aspect, because it was all about those big corporations somewhere there or even if it was

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about a smaller company who was somewhere out there that we were not connected to.

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So let's write a case about a company that is local, that is about sustainability and entrepreneur that is doing it.

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That is, it wants to make a difference in the world.

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And let's actually try this case and teach it to our students and bring that interpreter to the classroom and offered

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the students the opportunity to become a consultant to that and to promote and help them in their own journey.

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So this is how it started two years ago, and we are open to exploration.

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So the course evolved so much every year during even call it that.

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And now what we did the first year we taught about an entrepreneur, a local entrepreneur that Zimmerer mentored,

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and we brought him to the classroom and students had a ball with the person they consulted who gave him ideas.

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He came. He spoke to the students. So there was that immediate connection and the entrepreneur was their age.

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He was actually a student at Ryerson University, too, right? So it was all those aspects were covered.

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And we also wanted to do that and you'd mentioned that. But a video message system design thinking we were both with Vladimir inspired by a

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course that we took online with MIT about system design thinking called Utah you.

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So we wanted to teach all that education for sustainability through the lens of system design

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thinking so so we kind of brought all those aspects into the classroom and we even came out.

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We came up with a theoretical model, which education for sustainability.

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We we we have systems design thinking. We had collaboration, we had local locality.

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We had also experiential learning. We had you as dogs, as part of the education for sustainability.

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And after COVID happened, we were like, What do we do now?

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And we said, Wow, it's kind of open our doors. And we said, Well, let's bring it up online.

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We participated in a competition international week to Copenhagen School of Design and Technology.

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So, yeah, share it. And then we found that a faculty member from Brazil who kind of was on the same wavelength as us,

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and she said, Well, let's let's do an online project. Let's do a call collaborative online international project to students in the classroom.

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And that's how the project evolved. During the second year of existence, we we had a second case study.

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We wrote a second case study about Humber alumni on sustainable denim.

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So she finished Humber our program and she went ahead and she became an advocate for sustainability in denim production.

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And we said, Well, what a good case to inspire. She just went to see what a seven year old now.

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So again she came to the classroom online.

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We brought we had students from Brazil coming in and we had actually were able to to do a truly interdisciplinary learning.

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So that was kind of our next component that we added during this iteration.

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We brought students from arts management, so. Colleague and Frost was right on board and came and joined us, our colleague,

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Annette Berger Snell from the PR program from the School of Creative Media, also joined.

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So we did a truly interdisciplinary classroom collaborative online international with our partners in Brazil.

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And what was the good thing? In a way, we kind of.

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It is an example of how faculty Faculty of Commerce actually leads.

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It's kind of a grassroots changes that happen.

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So we we initiated that project. And because of that, town signed a memorandum of understanding with Seneca University in Brazil.

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They were not our partners before, but that's kind of the inspiring part.

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And students who are so happy because a lot of them said, we learned so much from each other to read.

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So our students, the first management from the PR students, from the art students, from the fashion communication students in Brazil.

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So the project became a truly interdisciplinary sustainability kind of education for sustainability.

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So we're moving in this direction. We continue it with another project in with Nottingham Trent University.

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So a consultancy project again on sustainability.

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And we did our students did a consultancy, experiential learning to a small entrepreneur in UK who does bespoke tailoring, bespoke tailoring services.

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And right now, because of that partnership, we are expanding and individual merchandizing class Woodmere.

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We are doing an embedded in the curriculum now project that maybe you could talk a little bit more in at about that.

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So I don't want to take over about that. And now we're doing that project with A. again.

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So the project has grown really organically, and right now we were working on the case study word of a foreign AMR alumni as well.

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Sana Sapra and now she has founded a company called The Folklore,

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00:15:14,140 --> 00:15:23,590

and her main business idea is to create a fusion where if those who are not in in that in fashion,

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00:15:23,590 --> 00:15:30,880

maybe, you know, know what fusion is, but that really incorporates western and eastern culture.

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So there is another aspect that we always try to find in into preneur someone who is inspiring to students who can showcase what can be done,

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that they are not alone in this thinking about how to make changes.

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Because Sanaa was in their shoes just two years ago, she took my course.

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She was in in the Rosses program, and now she's a role model for the students.

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00:15:57,580 --> 00:16:01,960

Now we are trying to tackle her problem within her business.

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00:16:01,960 --> 00:16:11,890

So we are trying to help her to grow, but to stay true to her values and to grow.

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00:16:11,890 --> 00:16:19,900

According to the sustainability principles, we currently have over 50 students on board, which is fantastic.

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They are all across the world. We, in fact, have to be able to say when in which zone they time zone they operate.

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We have a very complicated spreadsheet where we put the teams together.

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This is really global multinational, multicultural collaboration.

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You get two mentors from Nottingham Trent University, plus Rosie and myself on behalf of Humber.

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And we've been doing this. This is, as Rosie said, this is our third project together for us.

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It's the fourth project and now we've been working on a project.

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We try to bring that passion to students as well, so they get the best out of the online world because at the beginning it was all

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so sad and everyone was a little bit depressed when we when we moved online.

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And as Rosie said, at that moment, we we actually stopped and we saw we thought,

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what can we do to actually make this semester count even though we are online?

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And we came up with this idea of, well, now when we don't have to be in the classroom, we the door, the sky's the limit, right?

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We are open to the world.

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So this is the second project with the Nottingham Trent University, and we've had an enormous, enormous interest from the students.

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In fact, there are four programs from Nottingham Trent University.

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They're all master's students, so there are more mature, really experienced, and they are bringing a lot of experience,

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00:17:54,970 --> 00:18:02,740

a lot of skills on the table and they are working in that really cross-cultural multinational teams.

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00:18:02,740 --> 00:18:11,710

We almost operate like a, I would say, Google, Facebook people working all around the world and students really like it.

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It brings a new passion, new new ideas into the classroom. It's all around sustainability.

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00:18:17,920 --> 00:18:24,610

But at this moment is also about showing them that no matter what type of barriers

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00:18:24,610 --> 00:18:29,890

or what type of problems they will meet during their careers in their lives,

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00:18:29,890 --> 00:18:37,780

there is always a solution. And if you look at the bright side, the positive side of this look downs for,

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as it turned out to be a fantastic opportunity and we've got fantastic feedback from students.

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00:18:45,160 --> 00:18:50,790

They love it and they are really they really appreciate what we've done for them so far.

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00:18:50,790 --> 00:18:56,190

And it just wanted to add what to what Vladimir said,

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00:18:56,190 --> 00:19:02,850

the project has been kind of complex because we write the cases and then we bring them to the classroom,

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00:19:02,850 --> 00:19:09,990

so we have to appreciate Teaching Innovation Fund, which we use for writing all our suitcases.

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And so yes, we have three cases and then two of them have been submitted to Bloomsbury Fashion for publishing, and we already had them approved.

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So in a way, it's kind of a complex parallel things that we write and we bring to the classroom because as we said,

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00:19:27,720 --> 00:19:31,950

there was a gap we couldn't find that. But again,

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00:19:31,950 --> 00:19:41,880

students appreciate that students appreciate that meeting their peer who was at this spot two years ago and now they're facing a Real-World challenge.

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00:19:41,880 --> 00:19:53,400

So let's help. And moving forward, we would like to create a library of the case studies that would be our case studies we can use in our classroom,

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but also share with the world, which is we believe in open the resources.

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So we hope that we will have the support and we'll be able to build a much,

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00:20:06,660 --> 00:20:12,060

much larger library of the case studies and any professor in the world could use them.

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And as well, we are trying to create a framework for the Cole project that could be.

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Used also by other professors,

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and we we regularly share our experience also during a summer showcase and other conferences about the pros and cons and how

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00:20:30,090 --> 00:20:37,410

to create a project that actually works because we are not living in a vacuum and we still have students who drop the course.

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00:20:37,410 --> 00:20:41,130

We still have students who are more motivated, less motivated.

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00:20:41,130 --> 00:20:53,850

So we try to also publish articles about our experience and how to avoid certain situations, how to deal with it, how to be prepared.

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00:20:53,850 --> 00:21:01,890

One of the things that we really found out is really, really helpful is to have a very close knit team that is leading the teams.

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And this case is where I see myself and our assistant, Camile, and she's been really, really instrumental to the success of the team.

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00:21:09,570 --> 00:21:20,670

So one take away. If anyone would like to do a project like this, you need to really talk to people on that on a personal basis,

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00:21:20,670 --> 00:21:28,890

not only as as professionals, but you really have to click and make sure that people go above and beyond.

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00:21:28,890 --> 00:21:33,210

And I can I can truly speak on behalf of Camila and Rossi.

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00:21:33,210 --> 00:21:38,030

Whenever I cannot attend a meeting, they will do it on my behalf.

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00:21:38,030 --> 00:21:42,040

And vice versa, so that's personal connection.

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00:21:42,040 --> 00:21:54,760

And then when we talked about the. Land and knowledge men and about roots, our heritage that really goes back to you, that we're still human,

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00:21:54,760 --> 00:22:01,420

we need to feel that interaction and interaction is one of the most important things in this virtual world,

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00:22:01,420 --> 00:22:03,550

because if students don't feel that interaction,

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00:22:03,550 --> 00:22:10,300

if you are just some names somewhere on the screen as they don't feel that they are engaged and part of the project,

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00:22:10,300 --> 00:22:21,010

they will lose their, we will lose them. But by doing this type of projects, we managed to make them engage.

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00:22:21,010 --> 00:22:26,780

And there are they're excited about being part of the.

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00:22:26,780 --> 00:22:36,080

Excellent. Yeah, go ahead, Vidya. I just wanted to add just because three things stand out this rosy and fathoms saying,

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00:22:36,080 --> 00:22:44,690

talking about consumerism and all these know looking at the micro and the local business, right?

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00:22:44,690 --> 00:22:47,360

The local businesses? Yes.

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00:22:47,360 --> 00:22:56,210

And I think when you talk about gaps, a lot of gaps finding those gaps and then collaboration that really resonated with me.

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00:22:56,210 --> 00:23:03,530

But it also reminded me of some if you've ever used the gap, the gap canvas,

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00:23:03,530 --> 00:23:09,620

because the way you explained your assignments or your engagement, your projects.

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00:23:09,620 --> 00:23:13,760

It reminds me of what I use, which is called a gap canvas.

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00:23:13,760 --> 00:23:21,740

And that stemmed from I got those ideas from the global challenge at Hambro last summer.

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00:23:21,740 --> 00:23:30,980

Rebecca Fitzgerald led that group on the global challenge, and they used a gap canvas which looked at what's happening,

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00:23:30,980 --> 00:23:36,740

what's the existing solutions, what's working, what's not working, but then finding the gaps.

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00:23:36,740 --> 00:23:45,950

And I used that to frame my assignments that I used then, and I'm using it again this semester.

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00:23:45,950 --> 00:23:54,200

So that was very good. I've just very inspired listening to all of you and the dedication that you have, the willingness to collaborate,

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00:23:54,200 --> 00:24:01,430
the willingness to challenge students, the willingness to tackle, let's
be honest, super tough problems.

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00:24:01,430 --> 00:24:05,910
I mean, my goodness. Sustainability in fashion. That's.

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00:24:05,910 --> 00:24:08,010
That's really difficult,

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00:24:08,010 --> 00:24:17,460
probably to think about and and and and I feel like some of the central
themes that I've noticed in this discussion are also just bringing it
home,

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00:24:17,460 --> 00:24:24,630
making it personal, bringing it local, making sure that the the the the
idea of sustainability is not something.

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00:24:24,630 --> 00:24:30,990
It's not something abstract, but it's something very, very tangible that
we can all identify our particular roles in.

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00:24:30,990 --> 00:24:40,620
So I want to thank you for all of this inspiring information, and I just
want to be a student in all of your classes at this point there, really?

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00:24:40,620 --> 00:24:46,860
Well, thank you all so much for this super engaging discussion and wish
you all the best for the rest of your semester.

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00:24:46,860 --> 00:24:54,510
Thank you. Did you give them? For this week's teaching tip, we're going
to hear from Jennifer Bolh,

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00:24:54,510 --> 00:24:59,340
a faculty member in the Faculty of Liberal Arts and Sciences and
Innovative Learning

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00:24:59,340 --> 00:25:06,500
on how to use the Inroads Climate Interactive Simulation tool in the
classroom.

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00:25:06,500 --> 00:25:12,770

Hi, my name is Jen Ball, and I teach in the Department of General Arts and Science in the Faculty of Liberal Arts.

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00:25:12,770 --> 00:25:17,690

I teach a course called Foundations of Sustainability in our brand new sustainability stream,

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00:25:17,690 --> 00:25:21,620

designed for students seeking pathways to green sector careers.

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00:25:21,620 --> 00:25:28,370

And today, I'm going to tell you a little bit about the Inroads Climate Action Simulator tool.

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00:25:28,370 --> 00:25:39,740

So what is the inroads model? The weird word inroads, in case you're curious, stands for energy, rapid overview and decision support.

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00:25:39,740 --> 00:25:46,340

Basically, it's a really cool website created by an organization called Climate Interactive that shows an

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00:25:46,340 --> 00:25:53,630

overview of global energy sources and associated greenhouse gas emissions and or tons of other stuff,

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00:25:53,630 --> 00:25:59,750

too. But the best thing about it is that users can make adjustments with these really friendly little sliders,

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00:25:59,750 --> 00:26:09,950

and they can move energy sources up or down and watch how those adjustments impact the global temperature increase by 2100.

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00:26:09,950 --> 00:26:13,910

The inroads model is really fun to play with just for five or 10 minutes,

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00:26:13,910 --> 00:26:20,870

but the best use of the model is when facilitators create a fictional global summit in their classroom,

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00:26:20,870 --> 00:26:29,420

kind of like a big U.N. summit, bringing together world governments and also industry and climate justice seekers and helpfully,

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00:26:29,420 --> 00:26:31,070
the organization that created it.

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00:26:31,070 --> 00:26:39,800
Climate Interactive supplies pretty much everything you need to run this fund simulation and will even coach you how to split your

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00:26:39,800 --> 00:26:48,170
students up into delegations and even supplies the briefing sheets that each delegation will need for this fictional summit.

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00:26:48,170 --> 00:26:52,970
There are even eight prerecorded training seminars to get you up to speed,

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00:26:52,970 --> 00:27:01,340
and the best thing about this model is that it's a living website and it gets adjusted all the time, according to the best available science.

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00:27:01,340 --> 00:27:02,090
In my opinion,

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00:27:02,090 --> 00:27:10,880
the best way to embed sustainability is to focus on problems for about 10 percent of the time and then solutions for 90 percent of the time.

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00:27:10,880 --> 00:27:16,100
Everybody needs a greater understanding of the solutions, the ones that we got and the ones that we need,

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00:27:16,100 --> 00:27:21,290
but especially students, because they get to shape their future careers around solutions.

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00:27:21,290 --> 00:27:26,030
And plus, it's really exciting and uplifting to focus on solutions.

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00:27:26,030 --> 00:27:32,990
There's so many great ones, and it's a really good antidote to climate or eco anxiety and the inroads model.

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00:27:32,990 --> 00:27:39,740

It's really all about solutions. If you want to learn more about the Inroads Climate Action Simulator tool,

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00:27:39,740 --> 00:27:47,090

just Google Climate Interactive and you'll be, you know, you'll be taken to the website and you'll see it right there.

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00:27:47,090 --> 00:27:56,170

It's the Inroads Climate Action Simulator tool. Good luck and reach out if you want to brainstorm how to use it in your class.

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00:27:56,170 --> 00:28:01,480

But. Our feature interview today is with Devin Fernandez.

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00:28:01,480 --> 00:28:06,910

Devin is the sustainability manager at Capital Development and Facilities Management at Humber,

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00:28:06,910 --> 00:28:12,840

and he's also the co-founder of the Kitchener-Waterloo Library of Things.

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00:28:12,840 --> 00:28:17,490

So why don't we start with discussing her commitment to sustainability,

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00:28:17,490 --> 00:28:26,790

and if you could tell me a little bit about what sustainability is as in your view and what does it mean to our institution?

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00:28:26,790 --> 00:28:33,000

Sure, it's so sustainability at Humber really follows the Brundtland definition,

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00:28:33,000 --> 00:28:40,770

which means that we are trying to meet the needs of the present without compromising the ability of future generations to meet those needs.

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00:28:40,770 --> 00:28:48,660

So essentially, it just looks at how can we think long term and how can we do things with an innovative approach?

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00:28:48,660 --> 00:28:57,660

And so Hungary's goal has been to develop to be a national leader in developing sustainable campuses.

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00:28:57,660 --> 00:29:04,740

And so that's one of the that's one of the actions in the in Hungary's strategic plan.

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00:29:04,740 --> 00:29:11,580

It's one of the pillars. And so everything that we do in the Office of Sustainability is linked to that pillar,

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00:29:11,580 --> 00:29:16,890

but also to all the other ones because we don't see sustainability as something that people can do on their own.

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00:29:16,890 --> 00:29:27,030

It's integrated in everything that they do. And so we developed a sustainability strategic plan to support the college to get to that vision.

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00:29:27,030 --> 00:29:37,260

So we have quite a lot of work ahead of us, but we have so many people at the college and everyone really invested in trying to help us get there.

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00:29:37,260 --> 00:29:46,290

And how did you personally get connected to your work in sustainability and then to work in sustainability?

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00:29:46,290 --> 00:29:54,060

That's a great question. I have a very nontraditional way of getting into sustainability, and my background is actually in psychology.

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00:29:54,060 --> 00:29:58,770

I've never taken a climate change course in my life, which is quite funny for a lot of people.

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00:29:58,770 --> 00:30:04,010

But for me, I see climate change as.

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00:30:04,010 --> 00:30:10,460

Really, it's a knee at the end of the day, it's a it's a problem created by people and exacerbated by people.

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00:30:10,460 --> 00:30:19,250

It's not an environmental problem. And so for me, what I think about it is if we continue to act in the same way as we currently are in society,

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00:30:19,250 --> 00:30:24,710

we're going to end up with the same set of problems. So how can we shift behavior, shift culture?

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00:30:24,710 --> 00:30:35,270

And so I did my masters in environmental psychology, which was how can we change this kind of behavior and engage people throughout that process?

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00:30:35,270 --> 00:30:40,790

And when I was looking for work after my masters,

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00:30:40,790 --> 00:30:46,190

I came across this posting one number and the mindset that I think the Office of

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00:30:46,190 --> 00:30:52,610

Sustainability had and the desire of the institution to shift culture rather than just what.

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00:30:52,610 --> 00:30:56,510

Let's throw some solar panels on a building, which is very important.

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00:30:56,510 --> 00:31:03,260

But how can we address this as an institution was really interesting for me, and the team was incredibly supportive.

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00:31:03,260 --> 00:31:10,550

And I I think I was definitely, probably. I'm probably not your average applicant for a job,

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00:31:10,550 --> 00:31:17,390

but I think when we both felt it was a very there's a great opportunity to address

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00:31:17,390 --> 00:31:22,460

this culture aspect and focus on a strong sense of community that's tied into equity,

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00:31:22,460 --> 00:31:26,240
diversity and inclusion because they're inextricably linked.

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00:31:26,240 --> 00:31:37,150
I was really excited for. I mean, it strikes me that psychology is an incredibly important aspect of this on the ground,

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00:31:37,150 --> 00:31:41,440
right, because you have to have buy in emotional buy in,

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00:31:41,440 --> 00:31:46,960
rational buy and resource buy in all of these different things at every single level of the institution.

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00:31:46,960 --> 00:31:52,960
And I'm wondering, what does that sustainability mindset look like to you?

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00:31:52,960 --> 00:31:54,880
I mean, as a as a faculty member,

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00:31:54,880 --> 00:32:02,680
what would you say is something that we are some principles that we can bear in mind when trying to to approach our teaching practice,

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00:32:02,680 --> 00:32:07,350
for instance, from a sustainability mindset.

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00:32:07,350 --> 00:32:13,920
Sure, I think as a faculty member, it starts with examining how does it intersect with your specific field?

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00:32:13,920 --> 00:32:18,870
So when I talked to some faculty members who are studying.

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00:32:18,870 --> 00:32:23,220
We're teaching set design versus math.

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00:32:23,220 --> 00:32:27,390
It will look completely different, but there's very clear intersections to each field.

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00:32:27,390 --> 00:32:31,080

And so I think looking at where is the momentum already within your field and

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00:32:31,080 --> 00:32:35,490

how can you immerse yourself in that work because it's incredibly interesting.

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00:32:35,490 --> 00:32:43,500

I think the first time I talked to someone who teaches psychology at Humber and the University of Guelph Humber,

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00:32:43,500 --> 00:32:51,420

and I said my background was in environmental psychology. They were blown away that that field has grown to the point where some kid said,

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00:32:51,420 --> 00:32:58,530

I graduated in environmental psychology, and I think trying to look at how can you contribute to?

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00:32:58,530 --> 00:33:05,580

It's that work within your own field, and how can you make sure that you're passing on that knowledge to those students and so involving it,

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00:33:05,580 --> 00:33:10,290

both in curriculum in terms of what's being taught in the class two assignments?

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00:33:10,290 --> 00:33:16,560

A really helpful way to do that is if there's any cop students that are being taught in your program

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00:33:16,560 --> 00:33:22,740

or any kind of final assignments trying to attach it to one of the 17 Sustainable Development Goals.

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00:33:22,740 --> 00:33:32,700

Because we're not just trying to address how many greenhouse gases are there, but how can we actually change the way we collectively act?

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00:33:32,700 --> 00:33:35,530

And that's through looking at things with an intersectional lens.

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00:33:35,530 --> 00:33:41,310

So looking at things not just as the environment and social issues, but together, how can we address these?

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00:33:41,310 --> 00:33:46,080

And if you're looking at in terms of psychology, there's no way that you can do that,

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00:33:46,080 --> 00:33:53,880

just as there are if you're looking at business and the environment and business and social issues.

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00:33:53,880 --> 00:34:02,550

That's very cool, yeah, yet it requires it requires yes, as you say, that intersectional cross-sectional lens to be able to see how we fit into this,

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00:34:02,550 --> 00:34:11,220

to this grand scheme and how our students we're sending out into the world fit fit into this mindset as well.

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00:34:11,220 --> 00:34:17,940

There's a lot to think about there. I mean, I wonder to you, what does a sustainable campus look like?

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00:34:17,940 --> 00:34:23,340

I mean, when I see it as a faculty member, I see new buildings that meet certain environmental standards,

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00:34:23,340 --> 00:34:28,780

which of course, is an important part of this and and I give it a extremely high thumbs up.

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00:34:28,780 --> 00:34:35,400

However, it's not something that is so attainable to me as a faculty member on the ground because I may be part of those discussions,

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00:34:35,400 --> 00:34:38,950

but I, as a faculty member, have very little to do with those decisions.

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00:34:38,950 --> 00:34:44,930

So so what to you? What does this sustainable campus look like? Sure.

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00:34:44,930 --> 00:34:51,860

I'm sure to look a bit different to everyone, but for me, what it looks like is as soon as a student comes off the bus,

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00:34:51,860 --> 00:34:57,020

they're on their way to class, immediately identified that they are on a sustainable campus.

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00:34:57,020 --> 00:35:04,490

And so I've I've been to a few places where as soon as you walk through campus, you're like, Oh,

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00:35:04,490 --> 00:35:12,800

there's so many different symbols of sustainability practices of sustainability that there doesn't need to be really any signage around it.

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00:35:12,800 --> 00:35:22,310

It's just a conversation. When I was doing my master's of environmental psychology, as soon as you would enter our lab,

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00:35:22,310 --> 00:35:26,090

you would immediately identify like, this is a very sustainable place.

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00:35:26,090 --> 00:35:34,560

This is a place that holds up social justice very closely. It didn't need to be in a building covered with solar panels.

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00:35:34,560 --> 00:35:40,490

It was the people immediately communicating it. And I think when students identify that, you know what?

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00:35:40,490 --> 00:35:49,910

We've put all this money, time and energy into making our infrastructure as sustainable as possible, which is really important.

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00:35:49,910 --> 00:35:56,390

It can't be honest, just isn't on individuals at all, but making sure that we're doing our part.

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00:35:56,390 --> 00:36:02,720

Students can find those opportunities to see themselves on a sustainable campus and so ignite.

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00:36:02,720 --> 00:36:14,270

For example, they recently just passed the in action plan based around sustainability and to have kind of different items within the institution.

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00:36:14,270 --> 00:36:20,450

The student union, for one kind of working towards this, I think, is a great step forward,

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00:36:20,450 --> 00:36:27,290

and there's no shortage of sustainability programs in our sustainability action plan.

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00:36:27,290 --> 00:36:33,050

We listed every single action that we're going to do over the over, over a five year time period.

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00:36:33,050 --> 00:36:41,090

And when we showed it to different departments, the first action, well, the first reaction we got was this is a lot of work.

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00:36:41,090 --> 00:36:45,320

And our response was, and it's not just our team that's doing it, it's all of us that are doing it.

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00:36:45,320 --> 00:36:50,300

And I think when we have that approach of it's collaborative, it's not just one department,

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00:36:50,300 --> 00:36:55,220

then that's when that culture starts to shift and you immediately identify, Hey,

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00:36:55,220 --> 00:37:01,610

here's somewhere where you really feel that you do have this sense of community around sustainability,

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00:37:01,610 --> 00:37:07,700

and that's the expectation of the institution as well for both students and staff.

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00:37:07,700 --> 00:37:12,170

One of the things that I recently came across that I'm not sure is that the Lakeshore Campus,

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00:37:12,170 --> 00:37:18,890

because I've been working from home for a while, is the reusable lunch container program that's happening.

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00:37:18,890 --> 00:37:23,480

Is that happening at the North right now? It's happening at both campuses.

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00:37:23,480 --> 00:37:26,810

Cafeteria at Lakeshore and North as well.

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00:37:26,810 --> 00:37:34,400

And so that is a perfect example of one of those signals where the reaction that we've gotten from students is, this is so cool.

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00:37:34,400 --> 00:37:42,290

Why wasn't this here last year? And when you get a really positive reaction from it, from students as well as as well as from staff,

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00:37:42,290 --> 00:37:47,690

I think you're able to kind of scale up those programs. And it's not just you.

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00:37:47,690 --> 00:37:51,440

Whenever we work on anything in sustainability, the devil is always in the details.

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00:37:51,440 --> 00:37:52,730

It's always, you know what?

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00:37:52,730 --> 00:38:00,560

How can we structure this to make sure we're reducing barriers and and meeting different kind of obligations in terms of health and safety?

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00:38:00,560 --> 00:38:06,140

But when you get a reaction like that, it's just, you know, let's continue and push this forward.

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00:38:06,140 --> 00:38:11,100

Well, yeah, and it's also one of those things it is almost like.

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00:38:11,100 --> 00:38:18,150

As you say, one of those things that's in your face but is not in your face, it's it's a it's an example of something that's very real.

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00:38:18,150 --> 00:38:20,490

Everybody needs to eat and at some point in time,

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00:38:20,490 --> 00:38:24,330

everybody is going to at least pass by the cafeteria if they don't go into it to get something to eat.

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00:38:24,330 --> 00:38:29,640

And they're going to know that this program exists just because it's so tangible to everybody.

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00:38:29,640 --> 00:38:39,360

And it's such a small, shall we say, low friction action on the part of the person who's participating to be able to engage in it.

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00:38:39,360 --> 00:38:45,390

And then also perhaps think about what is required on the back end, who's taking somebody's got to wash these dishes and then,

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00:38:45,390 --> 00:38:52,680

you know, make make and has over the other conversations about that that have clearly had to happen in order for that to occur.

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00:38:52,680 --> 00:38:59,790

But that's a very sort of small example of something that I've never heard of this happening at another institution,

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00:38:59,790 --> 00:39:03,270

ever, and I'm sure I hope it will be happening more frequently,

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00:39:03,270 --> 00:39:08,310

but that it is one of those things that stuck out to me as a as a small way, you know,

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00:39:08,310 --> 00:39:12,510

small way on the visual end to be able to connected with this idea of sustainability,

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00:39:12,510 --> 00:39:16,110

but also has a really powerful impact in terms of reducing waste.

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00:39:16,110 --> 00:39:27,380

And it's a win win for everybody. For sure, yeah, and there certainly are other institutions that have done a similar program before.

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00:39:27,380 --> 00:39:35,480

But one thing that I really love about the sustainability industry is whenever we reach out to our counterparts of different institutions,

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00:39:35,480 --> 00:39:38,870

it will give us everything they have and say, improve it, make it better.

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00:39:38,870 --> 00:39:41,900

And I, I hope that is the case across campus as well.

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00:39:41,900 --> 00:39:49,220

So once we find that this program is working well, I'd love to hear from faculty and staff and students across campus to say, You know what?

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00:39:49,220 --> 00:39:55,610

This is a really cool idea. How can we repurpose this idea in my part of the college?

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00:39:55,610 --> 00:40:04,250

Because I think sustainability is inherently collaborative because one thing I say on at least a daily basis is if we're doing this alone,

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00:40:04,250 --> 00:40:05,630

we're going nowhere.

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00:40:05,630 --> 00:40:15,540

So we really need to be working with everyone with the different skill sets that each of the individuals in our college bring together.

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00:40:15,540 --> 00:40:20,450

And so I think a program like this that, as you said, it really isn't in your face,

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00:40:20,450 --> 00:40:25,610

but everyone kind of just gets on board because it's it's a win win win.

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00:40:25,610 --> 00:40:35,220

It's an opportunity to see their other win win wins across the college that we can learn about and our office can help support.

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00:40:35,220 --> 00:40:39,060

A lot of the work, the mindset, it's not that we're starting something new,

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00:40:39,060 --> 00:40:44,550

especially if we look at indigenous knowledge ways of being like where we're really

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00:40:44,550 --> 00:40:48,690

looking at what has already been done and trying to do it in a respectful way.

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00:40:48,690 --> 00:40:53,820

Mm-Hmm. Hmm. Yeah. Beautiful.

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00:40:53,820 --> 00:40:58,590

Well, thank you so much for your thoughts and inspirations,

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00:40:58,590 --> 00:41:06,360

and we look forward to seeing what your office is doing to help lead the conversation and

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00:41:06,360 --> 00:41:12,270

engages in more ways that we can move towards these goals of sustainability in our institution.

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00:41:12,270 --> 00:41:16,920

So thank you so much for your time and really enjoyed this conversation.

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00:41:16,920 --> 00:41:24,820

Yeah, me as well. Thank you so much for inviting me. The staff lounge is brought to you by innovative learning,

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00:41:24,820 --> 00:41:31,090

our producer and editor is Fiona Tudor Price Promotions and Graphics by Elizabeth Spring Gate.

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00:41:31,090 --> 00:41:36,520

Humza Ibrahimi manages our website. Our executive producer is Ranya Khan.

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00:41:36,520 --> 00:41:40,750

Our theme song is composed and performed by me, Shirantha Beddage.

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00:41:40,750 --> 00:41:46,120

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00:41:46,120 --> 00:41:54,050

Thanks again for listening, and we'll see you next time. On the staff lounge then.