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WINGATE  
UNIVERSITY

Harnessing the  
Synergistic  
Effect of  
Conjoining



SLCE &  
Sustainability  
in Higher Education

WINGATE  
UNIVERSITY

Dr. Melanie Keel  
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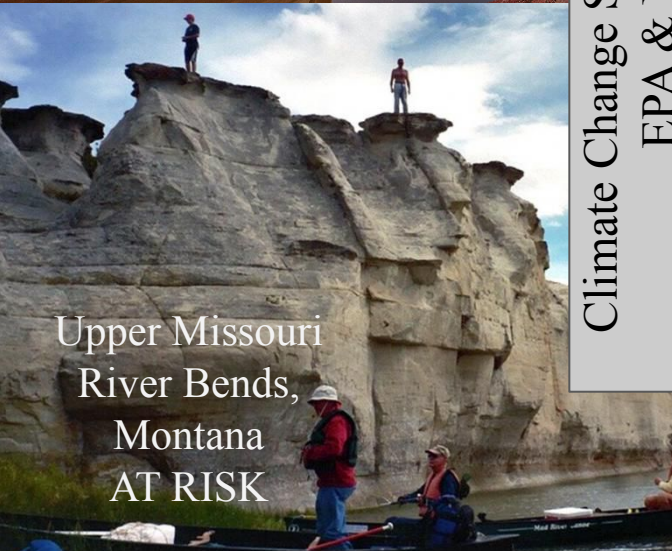
Vermillion Cliffs,  
Arizona  
AT RISK

Withdrawal from Paris  
Agreement

Climate Change Skeptic Running  
EPA & NASA

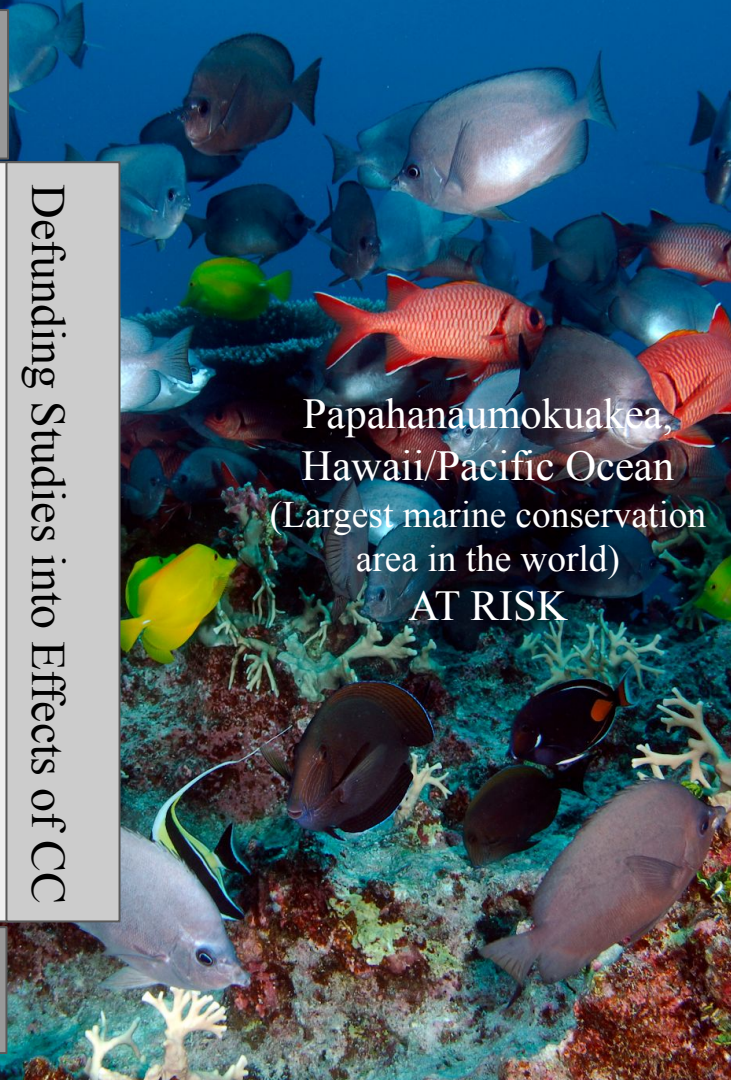
Trump's executive  
order (5/2017)  
could rescind the  
protection of 27  
national  
monuments --  
opening them to  
drilling, mining,  
and logging and  
other development

Defunding Studies into Effects of CC



Upper Missouri  
River Bends,  
Montana  
AT RISK

Repeal of Clean Water  
& Air Act



Papahānaumokuākea,  
Hawaii/Pacific Ocean  
(Largest marine conservation  
area in the world)  
AT RISK





Service Learning  
and Community  
Engagement (SLCE)  
plays a crucial role  
in cultivating  
ecocentric,  
planetary  
citizenship  
when sustainability  
is an organizing  
tenet

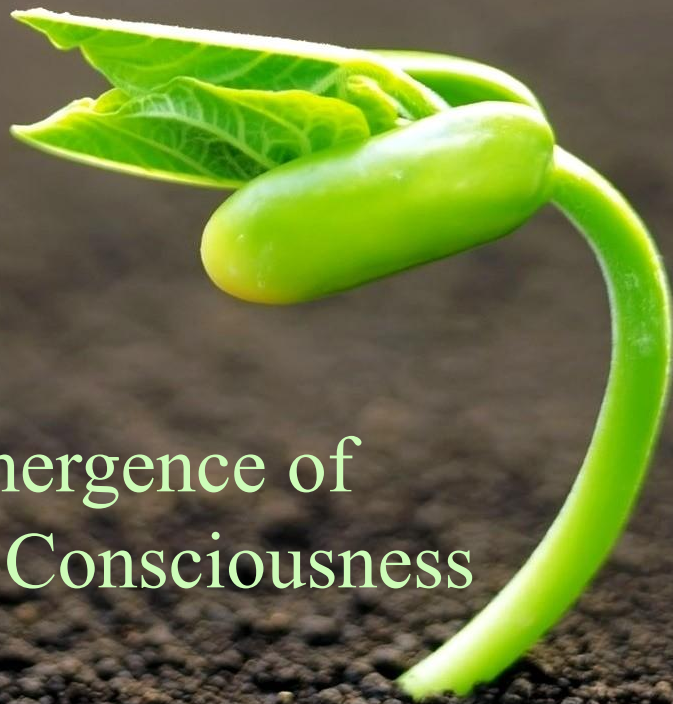


# History of Humanity's Disenchantment with Earth

Carolyn Merchant (1980)  
*Death of Nature: Women,  
Ecology and the Scientific  
Revolution*

## The Emergence of Ecological Consciousness

Paul Hawken (2007)  
*Blessed UnRest: How  
the Largest Social  
Movement in History  
is Restoring Grace,  
Justice, and Beauty to  
the World*





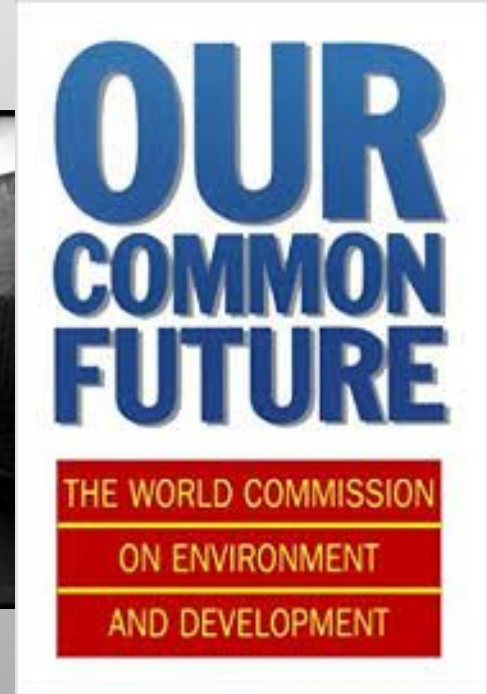
# Environmental Racism

Commission for Racial Justice (1987)

*Toxic Wastes and Race in the United States.*

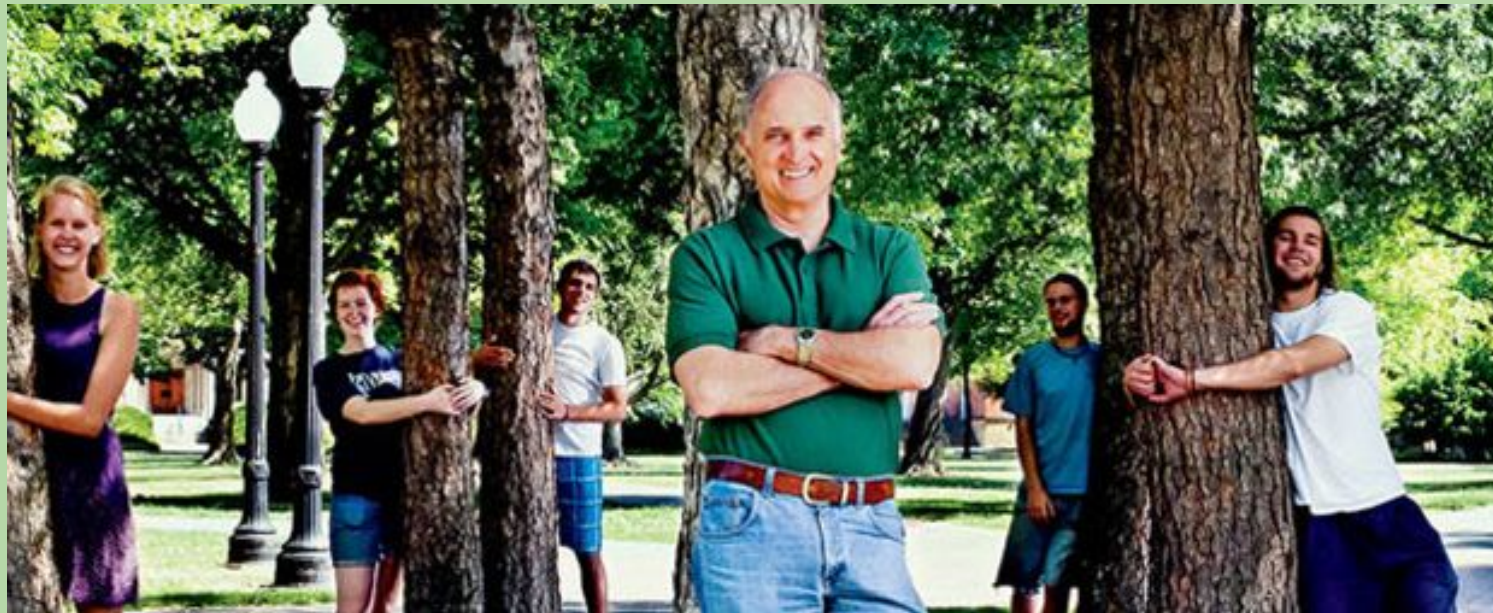


**Equitable, Democratic, Just Human  
Ecologies Need Thriving Planetary Ecologies**



(WCED, 1987)

Since we are teaching that “ecology is unimportant for history, politics, economy, society,” we are creating  
“ecological yahoos”  
who use and abuse Earth



David Orr (1992) *Ecological Literacy: Education and the Transition to a Post Modern World*



# International Codification of Sustainability Principles

- Earth Summit in 1992
- United Nations MDGs in 2000
- Ubuntu Declaration in 2002
- Rio + 10 in 2002 and + 20 Declarations in 2012
- 2030 Agenda for Sustainable Development in October 2015
- Sustainable Development Goals of Agenda 2030 come into force January 1, 2016
- Paris Agreement Signed April 22, 2016

Talloires Declaration (1990)

Copernicus Charter (The University Charter  
for Sustainable Development) (1994)

1990s

University Leaders for  
a Sustainable Future  
(ULSF) (1995)

2000s

**American College and  
University Presidents' Climate  
Commitment (ACUPCC) (2006)**



# Sustainability in Higher Education (SHE)

Triple Bottom Line  
(ecological-social-economic)

Intergenerational Responsibility

A Participatory Process

# Sustainability in Higher Education (SHE)

Viegas, C. V., Vaz, C. R., Borchardt, M. Pereira, G.M. Selig, P.M., & Varvakis, G. (2016). Critical attributes of sustainability in higher education: A categorisation from literature review. *Journal of Cleaner Production*, 126, 260-276



# Compatibility of Foundational Assets

## SHE

- \*Emphasizing the triple bottom line
- \*Dynamic, learning-oriented philosophy of action
- \*Experiential social knowledge co-production

## SLCE

- \*Cultivating reciprocal, creative partnerships
- \*Needs of community direct service learning
- \*Intellectual reciprocity

# Compatibility of Knowledge Assets

## SHE

- \*Pedagogies: theory ➡ praxis
- \*Holistic transformative learning experiences
- \*Transdisciplinary exercises, narrative & metaphor building opportunities & action research

## SLCE

- \*Pedagogies: value-oriented character development
- \*Teaching strategies based on real-world experiences
- \*Long-term, collaborative, experiential exercises & active research



# Compatibility of Personal Assets

## SHE

- \*Values: reflective, inner attributes (compassion, equity, justice, & intergenerational care)

- \*Dynamic and contextually situated values

- \*Connection of values with the concrete acts

## SLCE

- \*Values: active, caring knowledgeable, dialogical global citizens

- \*Recognition of the specificity of needs & the plurality resolutions

- \*Connection of values with concrete social change

# Compatibility of Integrative Assets

## SHE

- \*Affirms common good (human & other-than-human ecologies)
- \*Web-like thinking that resists fragmented, reductionistic approaches
- \*An appreciation of the many webs of interdependency

## SLCE

- \*Comprehensive approach to solving social issues
- \*Resistance to fragmented, reductionistic approaches
- \*Recognition of the human webs of interdependency which demands an ethos of cooperation



# Carnegie Foundation (2013)

## “Community Engagement Defined”

The purpose of community engagement is the **partnership** of college and university knowledge and resources with those of the public and private sectors **to enrich scholarship**, research, and **creative activity**; enhance curriculum, teaching and learning; **prepare educated, engaged citizens**; strengthen **democratic values** and civic responsibility; **address critical societal issues**; and **contribute to the public good**.

We need planetary citizens  
who engage in ecocentric  
personal behaviors and  
contribute to “public policy  
decisions in the best interest of  
the environmental commons  
and future generations”

Nolet, V. (2009). *Preparing sustainability-literate teachers. Teachers College Record. 111*(2), 409-442.



# W'Engage

Quality  
Enhancement Plan  
(QEP) for  
Accreditation

President Brown's  
Commitment to  
Sustainability

Wingate's SLCE Program  
(2015)

# W'Engage's Student Learning Outcomes

## **Learn:**

Communicate effectively about issues that impact the common good

## **Reflect:**

Evaluate personal values, assumptions, and attitudes regarding a complex social question

## **Act:**

Engage in collaborative learning teams by working productively in diverse groups & contexts



# W'Engage Pilot #1: Ecojustice



- Honor Seminar
- Turtle Aquarium
- NOAA (National Oceanic & Atmospheric Administration)
- Connection to Rachel Carson's Writings  
(*Lost Woods* by Lear) & Stephen Scharper's (*For Earth's Sake*)

# W'Engage Pilot #2: Ecoliteracy

- Solar Farm
- Composting center
- Roots Garden (University)
- French Broad River
- School/food outdoor learning lab
- Connection to text:  
*Ecoliterate* (Goleman)



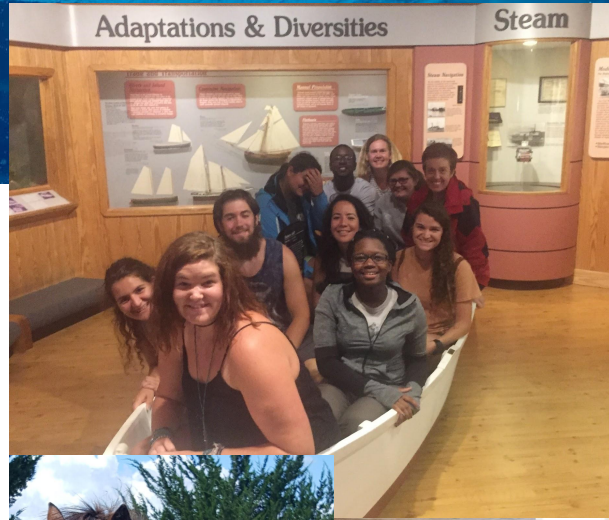


# W'Engage EcoJustice SLOs

- i) Allow students to get to know the subjects that captivated Rachel Carson **(PA)**
- ii) Offer opportunities for reciprocal learning communities by establishing multiple relationships on and off campus **(FA) (KA)**
- iii) Allow students to augment their comprehension of ecojustice principles and responses being made to our socio-ecological crises and reflective critical thinking skills through text analysis, in class lectures and discussion, and 'hands on' practical experience **(KA) (IA)**
- iv) Connect campus and local sustainability activities with other sustainability initiatives on the coast **(KA) (IA)**
- v) Foster student-professional relationships and offer opportunities for students to connect with past advocates (e.g., Rachel Carson) and current researchers and stakeholders (e.g., scientists at NOAA, citizen activists, etc...) **(FA) (PA)**
- vi) Cultivate a high level of self-awareness and demonstrate evidence of deepening of their personal attitudes **(PA)**
- vii) Display an understanding of the intertwining of sociopolitical - economic - ecological issues causing ecological degradation and suffering in human communities. **(FA) (IA)**

# W'Engage: EcoJustice (Outer Banks)

- Built Living Sea Wall (Oysters)
- Helped Turtle Volunteers
- Park Ranger (wild horses- reserve)
- NOAA Drone Researcher
- Marine Debris @ Rachel Carson Reserve (NOAA)
- Connection to Text: Carson's Writings (Lost Woods, Lear) & For Earth's Sake (Scharper)





# W'Engage Foodies Unite

## SLOs

- (i) students will become familiar with the long-term benefits of eating healthy, organic, sustainable foods **(PA)** **(IA)**
- (ii) students will learn to design a small school garden that will potentially develop a gardening curriculum in the Union County School District **(KA)** **(IA)**
- (iii) students will reflect on organic and sustainable gardening concepts in order to address social justice issues such as poverty and food insecurity **(FA)** **(IA)**

# W'Engage: Foodies Unite (Mississippi)

- Greenville Tech Culinary Institute
- Captain Planet
- Utica Community Event
- Society of St. Andrew
- Footprint Farms & Chef Nick Wallace
- Up in Farms
- Connection to text: *Omnivore's Dilemma & The Good Food Revolution*





# Student Reflections: FA

“When I received an email, explaining what W’Engage was, I was so excited because I immediately knew I wanted to be a part of this experience. ... I think I am most encouraged by learning outcome[s] #6 and #7. In high school, I read *Silent Springs* [sic] by Rachel Carson and that changed my perspective on the environment, pesticides, cancer, and more. ... I am very passionate about the subject, but I would love to learn more...”

**Ecojustice Student 6: (Learning Outcomes Journal Entry)**

“I feel that if Wingate truly wanted to make an impact on the community they easily could do so.

Wingate is backed by many well-known and influential people, and if I have learned anything so far on this trip it is that in order to get something done it takes a certain type of dedication and motivation.”

**Foodies Unite Student 8: (Travel Journal)**

“I expect to grow in literacy. Knowledge is power. Hopefully, I will be able to apply it [what we learn] in the future, especially on organic and natural foods and how to distribute [them] to low income families or possibly any household really.”

**EcoLiteracy (Pilot) Student  
16: (Video Journal)**

# Student Reflections: KA

“After this week of visiting and exploring it has reaffirmed the ideas that were originally set in place through class discussion and outside research, but simply illustrated in a more real life situations... I think Wingate could take a lot away from what was learned and illustrated on this trip... I think the simplest and proved most effective thing that the Wingate community could adopt would be incorporating a garden.”

**Foodies Unite Student 19: (Travel Journal)**



“We have to enjoy nature so much that it lights a fire of passion inside us and we can’t help but do something for it.”

**EcoLiteracy (Pilot) Student 10: (Text Analysis Journal)**

In our class, I have learned that gaining an understanding about ecojustice issues and sustainability is simply not enough. We have to take what we learn and engage ourselves in the world. ... One of my favorite ways we contributed to the common good on the trip was when we met with the activist for turtle rehabilitation and reproduction to understand the life of a sea turtle. We began to see the importance of why we should keep our beaches clean and how everything we do affects someone or something, somewhere. ... Personally, I stopped using straws, reduced my plastic bag use by switching to reusable bags, and started recycling all of the plastic forms that I have yet to stop using.

**EcoJustice Student 15: (Travel Journal)**

# Student Reflections: PA

# Student Reflections: IA

“Throughout my experience at the food hub it has opened my eyes to create a way in which restaurants don’t have to do away with the “ugly” produce. What the food hub is doing is an amazing thing; I want to bring that to Wingate. I want to be able to design a way to sort through the produce that we don’t use and find a reasonable way to use it. ... I truly believe that the reason people ... turn away from healthy foods [is] because it is expensive.”

**Foodies Unite Student 4: (Travel Journal)**

“Prior to taking the course, I wasn’t aware of the negative impact we were having from an ecological standpoint. I had this belief that humans were dominant over nature. It wasn’t until I read both Rachel Carson’s and Scharper’s texts and dived into the community events, that I understood coexistence as a social issue.”

**Ecojustice Student 18: (Final Synthesis Paper)**



# Application...The start of a Movement

- BIGG: Bulldogs into Going Green
- Taylor & Sierra: Heart for Monroe
- Katie: Ministry and sustainability
- Ty: SLCE Article collaboration
- Additional Community Involvement Engagements (Bulldog Rescue; Carolina Thread Trail, HAWK, UC Shelter)



# Graduate School: Another Application



Where I do research is called Harbor Branch Oceanographic Institute. I work in the Tietze engineering lab - Trevor (W'Engage Pilot Participant & Mentor)





# W'Engage Video Montage

[https://drive.google.com/a/wingate.edu/file/d/0BxiPf-ZKC5krOnQ3Yl9mMk91b3M/view?usp=drive\\_web](https://drive.google.com/a/wingate.edu/file/d/0BxiPf-ZKC5krOnQ3Yl9mMk91b3M/view?usp=drive_web)

Questions,  
Comments,  
& Suggestions  
based on your  
experiences

