



8888 University Drive, Burnaby, BC
Canada V5A 1S6

TEL: 778.782.3925
FAX: 778.782.5876

vpacad@sfu.ca
www.sfu.ca/vpacademic

MEMORANDUM

ATTENTION Senate
FROM Jon Driver, Vice-President, Academic and
Provost, and Chair, SCUP
RE: Institute for Environmental Learning (SCUP 10-81)
DATE November 15, 2010
PAGES 1/1

At its November 3, 2010 meeting SCUP reviewed and approved the proposal for the creation of the Institute for Environmental Learning.

Motion

That Senate approve the creation of the Institute for Environmental Learning as an Institute for a 5 year term.

encl.

c: D. Zandvliet



OFFICE OF THE VICE-PRESIDENT, RESEARCH

Norbert H. Haunerland, Ph.D.

Associate Vice-President, Research
Professor of Biological Sciences

MAILING ADDRESS
8888 University Drive
Burnaby BC Canada
V5A 1S6

TEL: 778.782.4152
FAX: 778.782.4860

sfuavpr@sfu.ca
www.sfu.ca/vpresearch

**ATTENTION Sarah Dench, Secretary
Senate Committee on University Planning (SCUP)**

FROM Norbert Haunerland, Associate Vice President, Research

RE Institute for Environmental Learning

DATE October 22, 2010

Attached is a proposal from Dr. David Zandvliet, for the establishment of the "Institute for Environmental Learning".

I recommend approval as a research Institute according to Policy 40.01. Once approved by SCUP the proposal should be sent to Senate and the Board of Governors for information.

Motion:

That SCUP approves the "Institute for Environmental Learning" as an Institute for a 5 year term.

Dr. Norbert Haunerland
Associate Vice-President, Research

Attachment

C: D. Zandvliet, Faculty of Education



SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

Oct. 20th, 2010

Senate Committee on Undergraduate Programs
Simon Fraser University

Re: Proposed Institute for Environmental Learning

Dear colleagues,

Please accept the attached proposal for an Institute for Environmental Learning. The Institute is envisioned as a Research Institute at Simon Fraser University under the terms of SFU Policy R 40.01, and would come under the direct authority of the VP Research. Start-up funding and in-kind support is being provided by the Faculty of Education and Faculty of Environment and once approved the Institute will pursue research and development funding from a variety of partners and funding bodies.

The proposed Institute will also provide a much needed governance structure for the recently UN chartered, BC North Cascades Regional Centre for Expertise (RCE) in Education for Sustainable Development (ESD), a research based and community focused research group initiated in January 2010. Simon Fraser University will be the lead academic institution in the proposed Institute with the Faculty of Education and the Faculty of Environment being key proponents. Our community partners include Metro Vancouver as well as the Provincial Ministry of Education (Green Schools Division).

Once approved, the Institute will be linked closely to the existing BC Working Group on Education for Sustainable Development and will involve the wide variety of education, corporate and NGO members in our growing Walking the Talk network (see <http://www.walkingthetalk.bc.ca/>). We look forward to this next step in our development as both a national and international centre for research on environmental learning.

Warm regards,

A handwritten signature in black ink, appearing to read 'David Zandvliet', is written in a cursive style over a white background.

David Zandvliet, Associate Professor
Faculty of Education (Rm 8642)
Simon Fraser University
8888 University Drive
Burnaby BC Canada V5A 1S6

RESEARCH INSTITUTE (proposed)
Institute for Environmental Learning

1. Purpose

- 1.1 The institute will coordinate the research, teaching and communication functions of the BC Working Group on Education for Sustainable Development (*Walking the Talk*), and its newly developed research arm, the UN chartered BC North Cascades Regional Centre for Expertise (RCE) in Education for Sustainable Development (ESD) with its associated research and development activities (see Appendix A).
- 1.2 The institute will be affiliated with Simon Fraser University and conducts its activities in such a way as to enhance the reputation and the programs of the University while allowing broad representation from other institutions, centres, or organizations located within the BC (*North Cascades*) region.
- 1.3 The institute aims to develop and support research on environmental learning in communities, schools and post-secondary institutions throughout the Province of British Columbia. Our view is that education is fundamentally about values, with respect at the centre: respect for others, including those of present and future generations, respect for difference and diversity, respect for the environment, and respect for the resources of the planet we inhabit.

2. Governance

- 2.0 The Institute is constituted as a Research Institute at Simon Fraser University under the terms of SFU Policy R 40.01, and comes under the direct authority of the VP Research and conducts its affairs in accordance with all other University policies. Start-up funding and in-kind support is being provided by the Faculty of Education and Faculty of Environment.
- 2.1 An annual report on the Institute's activities and financial status from April 1 to March 31, including the current membership of the Institute, *Steering Committee and Advisory Council*, by the Director before June 30th of each year and to the Vice-President Research by August 31st of each year.
- 2.2 The Institute is governed by a Steering Committee and headed by a Director and will seek broad community consultation through an Advisory Council (Appendix B).
- 2.3 The Director of the Institute is an SFU faculty member appointed by the VP Research under advisement from the Institute's Steering Committee upon nomination by the Steering Committee. The Director serves a renewable three-year term.
- 2.4 The Director's tasks include the following responsibility, which he/she may delegate but not abrogate.
 - Chairing the Steering Committee and Advisory Council;
 - Overseeing Institute finances;
 - Liaising with the Deans of the Faculty of Education and Faculty of Environment (and other supporters) keeping them apprised of the Institute operations
 - Recruiting members;
 - Preparing annual report to member faculties, organizations, and VP Research.

2.5 The Steering Committee will comprise Faculty and Graduate students and other signatories on the founding UN University designated RCE charter for British Columbia - North Cascades (2010). The steering committee will develop general criteria for membership in an advisory council (see Appendix C) that reflect the vision of the Institute and potential members will demonstrate how they meet this criteria and work to support research on environmental learning within the Province of BC. Membership in the Institute (and RCE) would be reviewed and approved by the Steering Committee on a yearly basis. Steering committee members would be appointed as representatives of member groups in the Institute (eg. UBC-O, Royal Roads University, SFU Faculty of Education, SFU Faculty of Environment):

- The steering committee will consist of 5-6 faculty and a few adjunct / associates from other member institutions / organizations including a Director, who serves as Chair.
- The committee will consist of members that hold full-time continuing positions within SFU or institute affiliated member institutions/organizations and will serve one-year renewable terms.
- The composition of the committee will aim to represent as much as possible the range of disciplinary perspectives of members affiliated with the Institute/RCE and additional appointments can be made as institutional representation grows over time.
- The task of the Steering Committee is to determine the overall direction of the Institute and to oversee the management of its research and development programs (eg. Consulting, publishing, research development). While it operates by consensus, when necessary it can make decisions by majority vote, including the appointment of new members of the Steering Committee.
- Initial Steering Committee members as designated in UN RCE documents are:
Laurie Fretz, *representing* Corporate Relations, Metro Vancouver
Veronica Gaylie, *representing* Faculty of Education, UBC-Okanagan
Richard Kool, *representing* School of Environment, Royal Roads University
Paul Lukasek, *representing* Green Schools Division, BC Ministry of Education
Kenneth Lertzman, *representing* Faculty of Environment, SFU
David Zandvliet, *representing* Faculty of Education, SFU (provisional chair)

2.6 **Advisory Council:**
Consists of an expanded representation of the Institute's membership while providing advisory functions to the Steering Committee. Membership in the advisory council is recommended by the Steering Committee to the director. Initial membership on the Advisory council will consist of all current members of the (strategic council) of the BC Working Group on ESD.

3. Funding

3.1 Initial funding and support for the research and development activities of the Institute will be provided by seed funding and/or in-kind support from member faculties / centres / or associated organizations and institutions (see Appendix D).

3.2 Additional and ongoing funding will be secured from sources external to the university through application to foundations, corporate sponsors and to the tri-council research granting agencies such as SSHRC, or NSERC for specific programs the Institute/RCE may develop or implement.

Appendix A

Institute / North Cascades RCE Program Plans include:

- on-going research dissemination of the *Environmental Learning and Experience* (2007) framework and associated resources (Curriculum maps, Professional development templates (developed for the BC Ministry of Education) to BC schools and educators.
- continued development of a range of Professional development options linked to research and existing programming in the Faculty of Education / Faculty of Environment and other partners (eg. Undergraduate minors in Environmental Education, and Environmental Literacy, graduate courses and graduate programs in Sustainability).
- continued development of a provincial “action research” network comprising educators and researchers from various disciplines and institutions (hosted by SFU) jointly developing research proposals, tools and protocols for research into environmental learning across British Columbia.
- continued development / implementation of an academic journal *Ecothinking* (tentative title with Sense Publishers) which will focus on diversity of research methods and ‘praxis’ (the connection of research to practice) in the field of environmental learning while also developing greater application of research knowledge to teaching and learning practices.

Link to SFU 2010 academic plan:

Goal 4.5 - Link each of our three campuses closely to their communities.

- o Involving community members as advisors to Academic Units
- o Conducting community relevant research projects
- o Collaborate with communities to develop research partnerships
- o Increasing communication with local communities.
- o Provide student learning and research opportunities in local communities
- o Support distinctive non-credit programmes in local communities

Link to SFU 2009 strategic research plan:

“Education for Sustainable Development Education enables us to understand ourselves and others as well as our links with the wider natural and social environment, and this understanding serves as a durable basis for building respect. Along with a sense of justice, responsibility, exploration and dialogue, education for sustainable development aims to move us to adopting behaviours and practices that enable all to live a full life without being deprived of basics. Sustainability is a concept, a goal and a strategy. The concept speaks to the reconciliation of social justice, ecological integrity, and the wellbeing of all living systems on the planet. The goal is to create an ecologically and socially just world within the means of nature without compromising future generations. Sustainability also refers to the process or strategy of moving towards a sustainable future. What we teach, what we don't teach, and how we teach are all considered when creating sustainability education. Sustainability education is a process of creating a space for inquiry, dialogue, reflection, and action about the concept and goals of sustainable development. The research agenda includes the development, monitoring, and evaluation of environmental learning initiatives and the ongoing identification of sustainability indicators and evaluation tools ...”

Appendix B

Proposed Governance Model of Institute

SFU
VP Research

Director of the Institute
*(Appointed by VP Research -- nominated
by the Steering Committee)*

Steering Committee (SC)
*(Representation of RCE signatory
organizations, Director will chair)*

Advisory Council
*(Broad representation of membership,
appointed by the steering committee)*

General Membership

Appendix C

Advisory Council Membership Criteria

Draft

Members can be from member institutions (i.e. faculty, grad students, museum or civic government staff, etc.) or community members (from youth groups, non-profits etc). In all cases, the goal will be to include like-minded people who can work well with the existing membership and contribute to, and enhance the Institute/RCE in concrete and specific ways, members of the advisory committee will communicate directly to the Steering Committee of the Institute and will participate in quarterly meetings.

The Institute/RCE will annually require members to provide a list of their contributions for both annual reporting requirements and to assist in a membership review. These reports are to be reviewed by the steering committee. Minimally, the report will describe:

- a) how a member intends to collaborate with other members of the institute (eg. on projects/on funding applications/on outreach).
- b) how the mandate of the Institute/RCE reflects the members own goals.
- c) whether the member's contribution will be research related, financial (or in-kind), administrative or network support.

Overall, criteria for membership must include evidence of both ability and willingness to provide concrete and visionary support to the institute through a variety of mechanisms including regular attendance at quarterly meetings, participation in other projects or program functions associated with the institute, or by active service on the steering committee or advisory council.

If working under the banner of the Institute/RCE, a member will need approval of the project from the Director of the Institute (on advisement of the Steering Committee).

Institute approved/sponsored projects should use name/logo of the Institute on all institute-related projects.

Appendix D

Memos and Letters of Support

The amounts required reflect the basic start-up costs required by the new institute, staffing, website/online production and development, printing, promotion and general office and capital expenses. The budget also reflects some one-time expenses such as the website design and layout cost for initial development of the Institute.

- \$15,000 staff cost for a part-time office assistant who will also act as marketing, promotional, admin and project manager for the institute; estimated average of 50 hours per month x \$25 per hour = \$1250 per month

(Start-up funding of \$5,000 requested from each of Faculty of Education, Faculty of Environment)

- \$1500 printing – posters, flyers, programs etc.
- \$3000 computer hardware/software costs include the capital cost of a new computer or the loan of existing equipment and software (print and web)

(\$4,500 cash and in-kind to be provided by the lead proponent from existing research funding and activities)

- various office expenses, equipment, copying, etc, requested as in-kind support
- In-kind requests include use office space from Centre for Policy Research in Science and Technology (CPROST) or Centre for Dialogue Harbour Centre, office equipment use, IT assistance and web site hosting (Faculty of Ed).

Continuing and additional funds for on-going administrative or centralized support will be sought out in the on-going project-based proposals the Institute will submit to grant giving agencies (SSHRC, NSERC, Vancouver Foundation) and support funds will be augmented according to the degree of administrative support provided by the Institute on a project by project basis.

Appendix E

Issues RCEs have reported that they are working on can be categorized into three major groups:

1. Sustainability issues (see **Table 1**)
2. ESD issues

Four Major "Thrusts" of ESD (as identified in Chapter 36 of Agenda 21)

1. Public awareness
2. Access to quality basic education
3. Reorientation of existing education
4. Training for all sectors

3. Operational & organizational issues

Four "Core Elements" of an RCE

1. Governance
2. Collaboration
3. R & D
4. Transformative Education

* Seven interlinked strategies are proposed for the Decade:

advocacy and vision building; consultation and ownership; partnership and networks; capacity building and training; research and innovation; information and communication technologies; monitoring and evaluation.

Table 1: Major Topics to be Addressed by ESD as Identified by UNESCO

"15 Strategic Perspectives" in Draft IIS		"Sustainability Issues" in Final IIS	
1. Socio-cultural Perspective	<ul style="list-style-type: none"> ▪ Human rights ▪ Peace and human security ▪ Gender equality ▪ Cultural diversity and intercultural understanding ▪ Health ▪ HIV/AIDS ▪ Governance 	1. Social Sphere	<ul style="list-style-type: none"> ▪ Employment ▪ Human rights ▪ Gender equity ▪ Peace and human security
2. Environmental Perspective	<ul style="list-style-type: none"> ▪ Natural resources (water, energy, agriculture, biodiversity) ▪ Climate change ▪ Rural transformation ▪ Sustainable urbanization ▪ Disaster prevention and mitigation 	2. Environmental Sphere	<ul style="list-style-type: none"> ▪ Water ▪ Waste
3. Economic Perspective	<ul style="list-style-type: none"> ▪ Poverty reduction ▪ Corporate responsibility and accountability ▪ Market economy 	3. Economic Sphere	<ul style="list-style-type: none"> ▪ Poverty reduction ▪ Corporate responsibility and accountability
Source: UNESCO, 2005a, pp. 19-22		4. Cross-sectional Sphere	<ul style="list-style-type: none"> ▪ HIV/AIDS ▪ Migration ▪ Climate change ▪ Urbanization

UNESCO (2005a) *United Nations Decade of Education for Sustainable Development: Draft International Implementation Scheme 2005-2014* (January 2005 edition), Paris: UNESCO

Appendix F

What is Walking the Talk? A Community Dialogue on Education

Questions for the BC UN-RCE generated from the May 19th dialogue.

Research

What are the key regional challenges and how are our challenges identified?

How can the RCE become one of the “outside” venues to be a co-centre of dialogue and active event centre?

How can the RCE be an active research site, in an active and explicit way?

How can research questions and problem-based learning be focused on the community and use the natural world as a co-teacher?

Who in the region is already doing this work and creating ESD research and evaluation?

How do we ensure evaluation and participatory research in the RCE?

How do we balance theory vs. action where schools are traditionally theory based? Should theory be balanced with experimental learning?

How/where do we teach a balance between green and economic values in higher education?

Is cultural/elder knowledge being brought up and taught in schools? Too theory-based?

How can the RCE use the built environment as a learning tool? How can the built environment be redesigned to tell lessons of place and living sustainably?

How can the RCE generate inter-institutional curriculum change/ development/ support for integrating complex dimensions of (social, economic, enviro) ESD?

How can theory be accompanied by practical activities to help the students to reflect on their actions or non-action?

Education System and Curriculum

How do we integrate sustainability education into the K-12 curriculum? How do we create space in an already over-full curriculum?

How do we work with a system that already exists? What steps do we need to take to “revolutionize” the current system?

How can we offer facilitator skills to educators and educators in training? How can teachers act more like facilitators so that the students become the driving force in learning through action and dialogue?

How can we expand our definition of resources for classroom materials?

Is there space for specialists in the education system?

How can we provide engaging, personal, and iterative Pro-D to teachers (and admin.) to shift school practice to provide space for sustainability and EE and outside schools across BC?

Should the metaphor of the classroom be changed? How can we make place itself a teacher?

Are we preparing students to run the current system, or do we need a new system? What changes are needed in the current system?

How do we get our teachers, administrators, trustees, schools, connected to the network?

Youth Engagement

How can the RCE be a centre for active recruitment of youth into the community dialogues, public education and action campaigns?

How can we get youth and students engaged and give them leadership roles within the classroom so that they are not afraid to tackle problems and put forth ideas without feeling judged or threatened?

How can we create a working space that truly engages environmental students?

How do we encourage a depth of story where students can speak from the heart, fearlessly?

How can the education system be changed or re-structured in order to empower and support students' ideas outside the classroom and lead them into careers that are fulfilling

Community Engagement and Cultural Diversity

How can RCE walk the talk itself?

How do we reach out to the multicultural community, new immigrants and successive generations? 60% of Metro Vancouver will be minorities so how do we engage them, with language as a possible barrier?

Who isn't included in the RCE? Who is being left out? (Minorities, NGOs, artists, parents, etc) Who should be brought in to diversify representation within the RCE?

How can we assist adults, parents, institutions, orgs, businesses and government leaders to be educated in sustainability and generate positive change and results? We need to create these results so that students don't feel helpless in their huge (or small) efforts.

How do you have an engaged dialogue on a continuous basis? (geography, time, cost)

How do we better integrate First Nations knowledge into our learning systems?

How can we unite the community and support the conversation? How do we break down the walls or boundaries that are preventing us from communicating with the people around us, and with the community as a whole?

How do we structure a system so that it includes community, student, and parent voices?

What are the tools/skills required for effective engagement and how can we provide them?

How can we enable people to explore their local communities through storytelling and bring to light all of those models that already exist to further inspire sustainable action?



Library Course Assessments

The Library participates in the course approval process for new courses at both the undergraduate and graduate levels. By Senate motion (S.93-11) "no new course should be approved by Senate until funding has been committed for necessary library materials." A Library review should be conducted after new course proposals have been approved by the department or school curriculum committee, before being considered by the Faculty curriculum committee. New courses will not be approved at the Senate Committee on Undergraduate Studies (SCUS) or Senate Graduate Studies Committee (SGSC) until a Library review has been completed. Even if the department states that no new library resources are required, a report from the Library is required to confirm this view.

To submit course proposals for review by the Library, forward the following materials to Gwen Bird, Associate University Librarian, Collections Services:

- course proposal forms
- complete course outline
- reading list created for the course, if any
- date of Faculty curriculum committee meeting (or other deadline for library report)

An assessment will be done to evaluate whether the Library's holdings and present collection development activities are adequate to support the new course. If no new library resources are required, the course will be added to the appropriate list below indicating the library is adequately resourced to support the course.

If additional library resources are required, a full report will be created and linked below, and the associated costs will be identified. The costs may be one-time, to fill gaps in holdings, or ongoing, for example, to start new journal subscriptions, or sustain book collecting in areas not now included in the Library's collection scope. If costs are attached, the department or school is asked to transfer the required funds to the Library's materials budget. Questions about the process can be directed to [Gwen Bird](#).

No Additional Library Resources Required

Unless otherwise indicated, these courses require no additional library resources based on a course location of SFU Burnaby. In many cases, if the courses were to be offered at SFU Surrey or Vancouver or as off-campus courses, additional Library costs might be involved. Please contact Gwen Bird for details.

Centre for Education on Research and Policy

Centre for Research on International Education

Centre for Research on Sexual Violence

Centre for the Study of Gender, Social Inequities and Mental Health

Centre for the Study of Public Opinion and Political Representations

Centre for Workplace Health and Safety

Vancouver Institute for Visual Analytics

B.Sc. in Biomedical Physiology (School of Kinesiology)

BISC 413, 830, 831, 832, 833, 834

BUS 427

CHEM 391

CMNS 357

CMPT 375, 626, 628, 627, 781, 828, 895, 896

CRIM 812,820, 864, 865

DEVS 801

EASC 601, 602

ECON 372

EDUC 403, 438, 454, 810, 943, 944

ENGL 432, 433

ENV 100, 200, 300, 400, 450, 650

First Nations Language Centre

FPA 285, 313 (Woodwards), 462, 485

FREN 217, 226, 245, 275, 331, 332, 333, 334, 340, 341, 343, 344, 352, 407, 417, 420, 440, 441, 442, 444, 852

GEOG 318

GERO 410, 413

Graduate Diploma in Public Health Practice

GSPP 817, 818, 819, 820, 821, 822, 823, 824, 827, 828, 829

GSWS 401, 402, 403

HIST 115, 311, 323, 330, 463, 476, 872 (assessed as 893)

HSCI 349, 407, 412, 479, 493, 494, 726, 727, 845, 843, 851, 888, 887, 902, 903, 904, 905

Institute for Environmental Learning

Institute for Values in Policy and Science,

IS 309, 319, 329, 802

Jack Austin Centre for Asia Pacific Business Studies

LBST 308

MACM 203, 204, 294

MBB 242, 461, 566, 821, 822, 823, 861, 862, 863

PHIL 318

POL 311, 338, , 350, 450, 452

PSYC 391

PUB 401

WL 330

WS 350

Completed Library Course Assessments

BUS 467, 489

CRIM 436, 380, 458, 459, 480, 481

ENSC 280

HSCI 8XX

HSCI PhD and ILIAD

IS 324/813

MA in Humanities

Archived Library Course Assessments