

A pair of hands, one from the left and one from the right, are shown from the wrist down, cupping a small, vibrant green plant with several leaves and a mound of dark, rich soil. The hands are positioned centrally in the upper half of the frame. The background is a soft-focus, natural setting with green foliage and brown leaves, suggesting an outdoor garden or forest floor. The lighting is natural and soft, highlighting the texture of the soil and the freshness of the plant.

Pursuing Climate Action: combining academic and professional forces

Dr Fiona Cownie, Associate Professor

Bournemouth University.

Photo credit Unsplash Noah Buscher



I argue that..

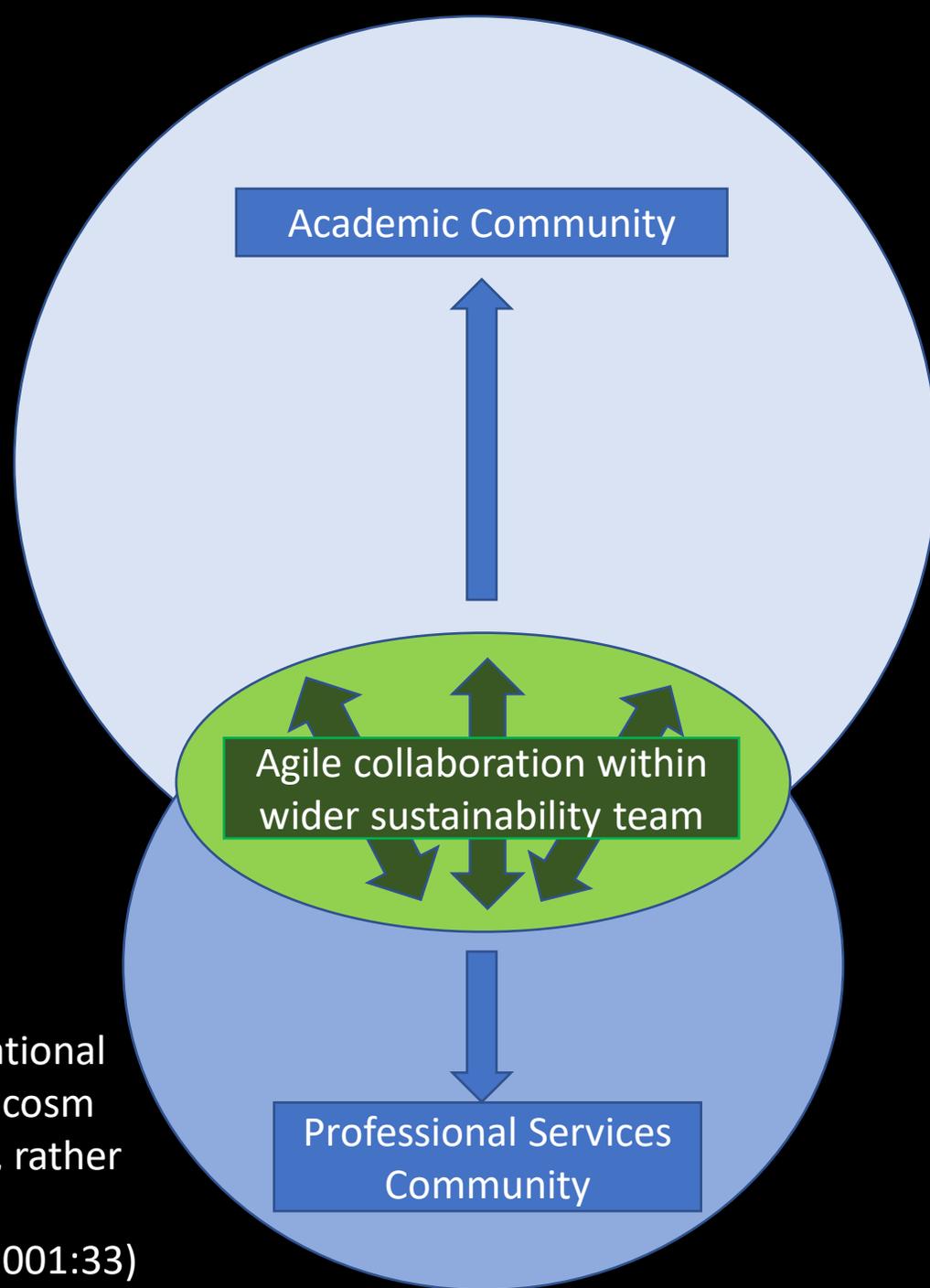
- Central to progress on sustainability is powerful co-operation between academics and professional services
- Challenging each other in formal and informal contexts allows us to move forward, embedding sustainability within our practice

Photo credit: Unsplash Bernard Herman

We reflect on the ways in which a functional relationship between academic and professional services leads, enables us to take a productive, institution-wide approach towards addressing climate action.

We share the development, outcomes and implications of our SDG and Climate Action analysis.





'Working towards making the educational institution as far as possible a microcosm of the emerging sustainable society, rather than of the unsustainable society'

(Sterling 2001:33)

Sustainability team

- Anchoring
- Source of positivity





Agile collaboration

- Encouraging and challenging each other
- ‘Leading’ and ‘following’ in different contexts
- Strong communication including listening

Building a collaborative orientation



- Informed by a relational framework
- Co-operation is driven by trust and commitment (Morgan and Hunt 1994)
- In turn these are informed by shared values (climate action), respect and communication
- Way of working which integrates both parties' contribution

Photo credit: Unsplash Shane Rounce

Forms of collaboration

Working together at these levels

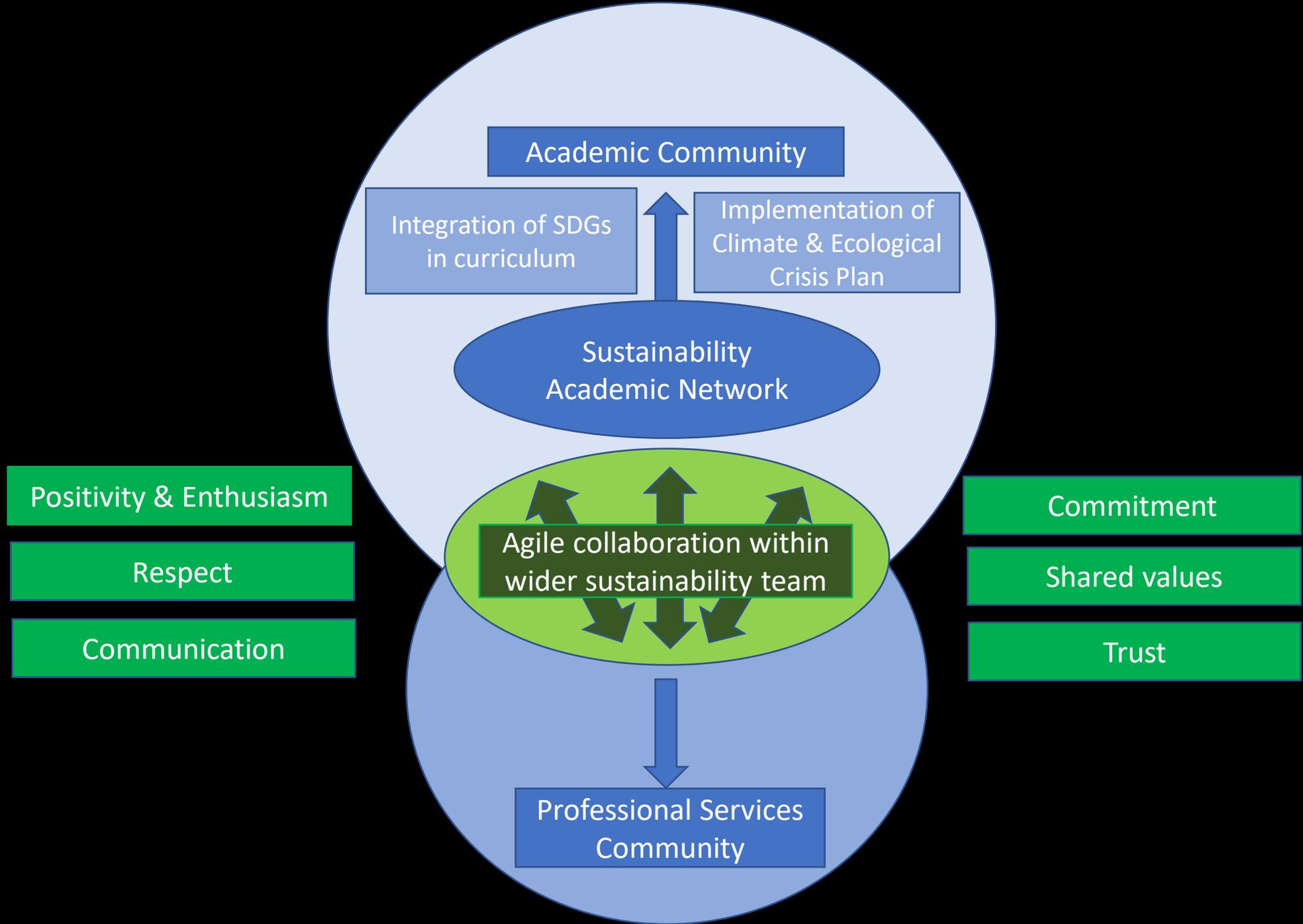
- University Sustainability Committee
- Sustainability Academic Network
- ESD Community of Practice
- Driving specific projects: Curriculum SDG mapping ; Climate and Ecological Crisis Plan; Eco Entrepreneurs Challenge
- Challenging each other to progress SAN and SDG mapping



View from Lois our Sustainability Manager.

BU have a well-developed collaborative way of working between academics and professional services enabling us to make progress towards our BU wide sustainability targets which address the climate and ecological crisis.

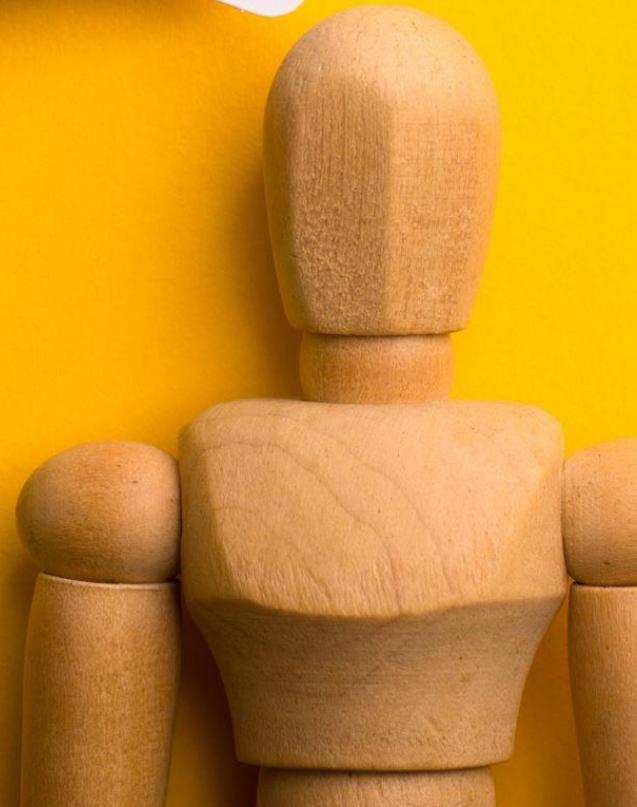
This works because from the very top our Sustainability Committee is attended by a wide range of academics and professional services senior leaders. Reporting to this committee are a number of working groups including the Sustainability Academic Network



Sustainability Academic Network: Driving Change

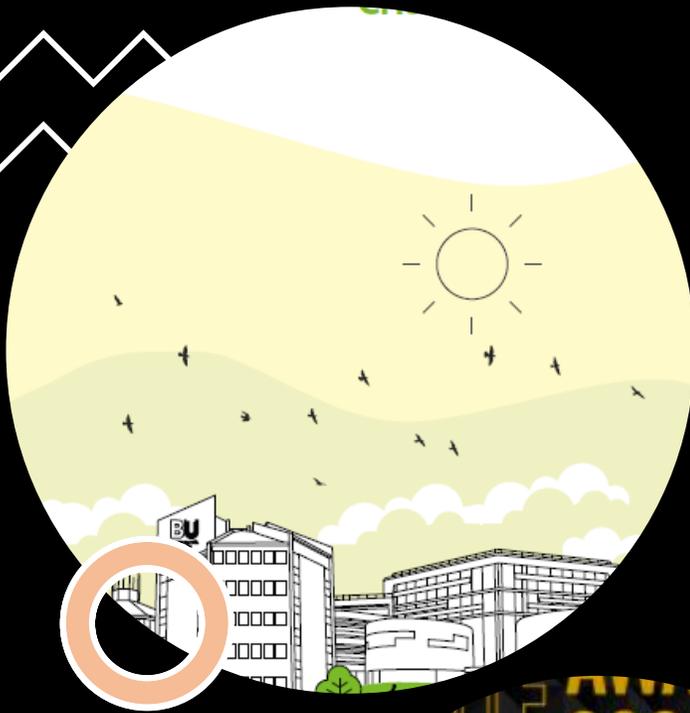
Why SAN works from Eleanor our Sustainability Officer

It means we no longer have to predict potential opportunities or problems – every department having a seat at the table means we can address problems effectively across the board, plus the different sector knowledge, ways of working and reason for passion lead to more creative, adaptable and robust actions to roll out.

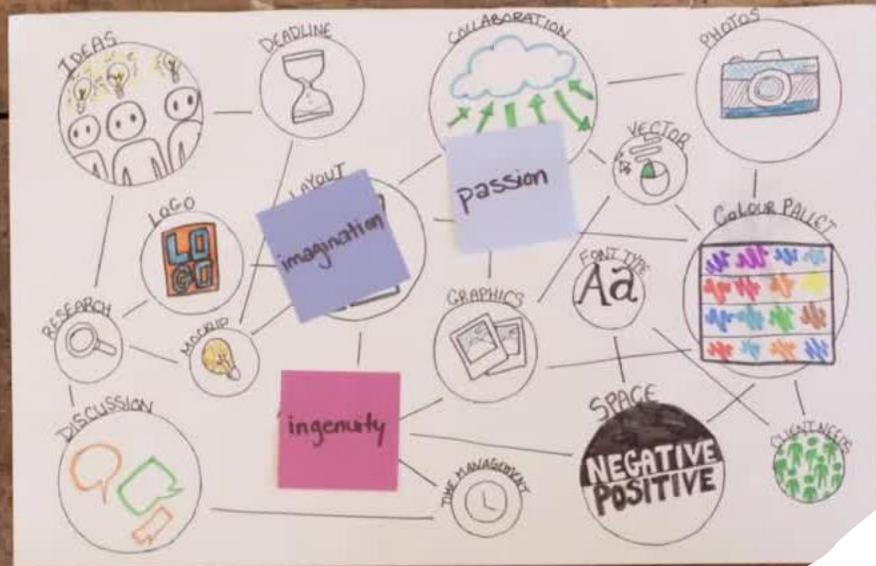


Climate and Ecological Crisis Action Plan

- Net Zero Greenhouse Gas by 2030
- We are number 2 university in UK on SDG13 Climate Action (Times Higher Impact Ranking 2021)
- We were awarded THE Data Points Merit Award 2021
- We need to reflect this success in our education
- CECAP goal for all students to engage with the climate and ecological crisis at each year of study



Curriculum mapping



- **BU2025 Action 44(a):**
- “Support our students and staff to take a responsible approach to the environment and sustainable development by including sustainable development in our programmes.”
- KPI: “100% courses aligned to at least one UNSDG by 2025/26”

- **CECAP Action ES1.1:** “Include the climate and ecological crisis in all levels of programmes in the indicative content of at least one unit per level by 2022/23.”
- UNSDGs: 7 13 14 15

SDG alignment tool

- Balancing auditing with education around SDGs
- Tool developed by Sustainability Academic Network supported by sustainability team
- Circulated in Faculties and Depts by SAN rep and Faculty sustainability lead
- Advice/support as to how to use the tool
- Capturing data at unit level about SDG and Climate and Ecological Crisis coverage

Level	Level 4								
Units	*media sc	Scriptwriti	Digital Fil	* Underst	Unit DND	Audio	MEDIA PR	* Media t	Factual
Write your unit name in this row. Insert more columns as needed.									
Total SDGs each unit aligns to:	0	0	0	1	0	0	1	1	1
Climate and ecological crisis If ticked any of SDGs 7, 13, 14, 15 and/or:	0	0	0	0	0	0	0	0	0
SDG12: Responsible Consumption & Production Ensure sustainable consumption and production patterns	0								
Understands how individual lifestyle choices influence social, economic and environmental development.									
Understands production and consumption patterns and value chains and the interrelatedness of production and consumption (supply and demand, toxics, CO2 emissions, waste generation, health, working conditions).									
Knows roles, rights and duties of different actors in production and consumption (media and advertising, enterprises, municipalities, legislation, consumers, etc.).									
Knows about strategies and practices of sustainable production and consumption.									
Understands dilemmas/trade-offs related to and system changes necessary for achieving sustainable consumption and production.									
Identifies the need for sustainable practices in production and consumption.									
Encourages others to engage in sustainable practices in consumption and production.									
Reflects on the balance between needs and wants and to reflect on their own individual consumer behaviour in light of the needs of the natural world, other people, cultures and countries, and future generations.									
Recognizes the need for the environmental and social impacts of their own individual behaviour as a producer or consumer.									
Identifies and evaluates consumption-related activities using existing sustainability criteria.									
Participates in and influences decision-making processes about acquisitions in the public sector.									
Understands the role of production patterns.									
Recognizes their role as an active stakeholder in the market.									
Understands societal orientations in consumption and production.									

offered within multiple programmes or departments, we recommend you complete the process once then copy and paste.

- Row 2 distinguishes levels. Within the section for the level your unit is taught at:
 - Write your unit name in row 1
 - Type a 'c' or an 'o' underneath in row 3 to show whether it is compulsory or optional, respectively. We use this information to find out how many SDGs all students on a programme engage with.
- Review the UN-created Learning Objectives (LOs) for each SDG, to help you understand where you may align by clicking the [+] icon in the left side panel next to any SDG row. There are also LOs for the climate & ecological crisis, which you are also asked to map your unit against. Read more about the LOs on the 'how to use spreadsheet tab'.
- Type '1' against SDGs you feel your unit aligns to. Note you do not need to fulfil all LOs: your unit is aligned if you consider your indicative content to contribute to any of these.
- Type '1' in row 5 if you feel your unit addresses the climate & ecological crisis. Alignment to SDG7, 13, 14, 15 will automatically sum in this row.

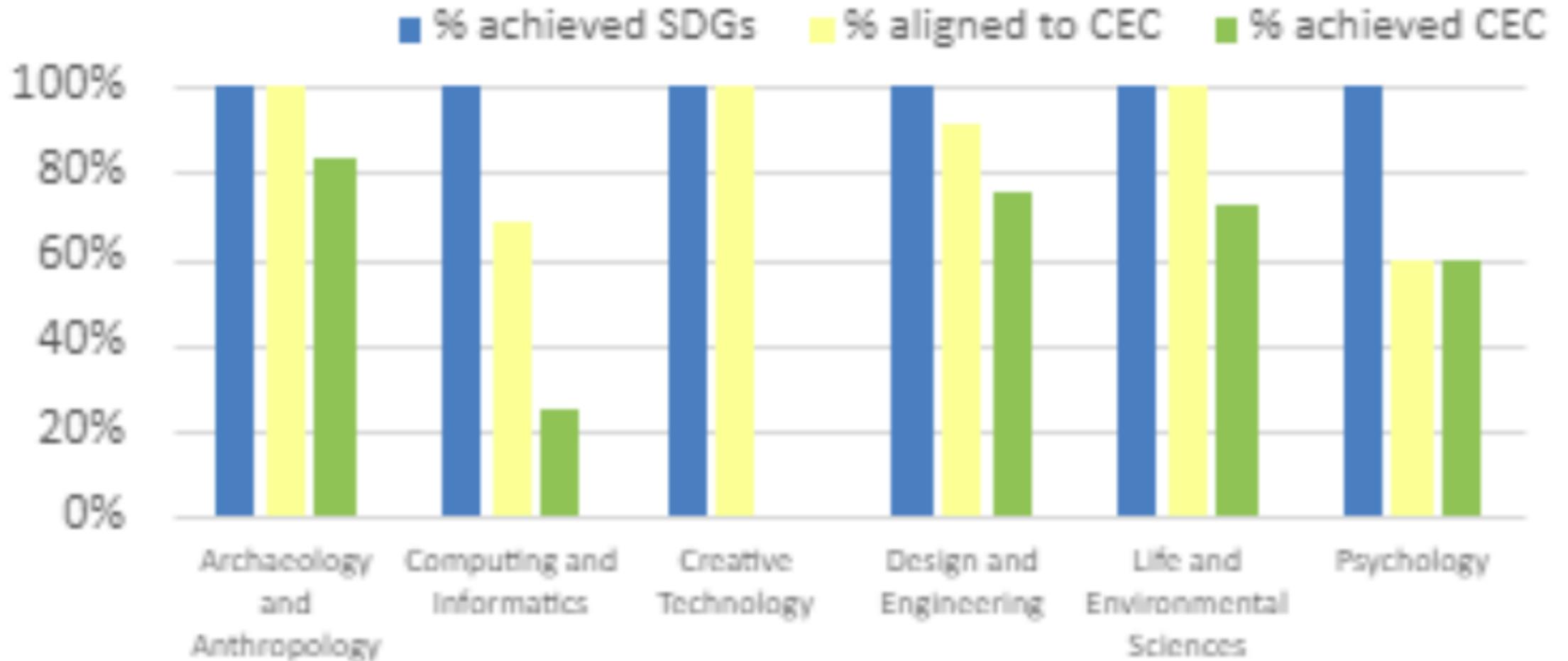
SDG	Climate Action	Life Below Water	Life On Land	Peace, Justice & Strong Institutions	Partnerships for the Goals
SDG13: Climate Action					
SDG14: Life Below Water					
SDG15: Life On Land					
SDG16: Peace, Justice & Strong Institutions					
SDG17: Partnerships for the Goals					
Broad overview					
Total alignment per unit	0	0		1	1

Key outcomes

- We are making good progress towards our SDG KPI across university
 - We need to make real efforts to enhance our coverage of Climate and Ecological Crisis to meet our CECAP action
 - There is real variability by department in the provision of education embracing sustainability (SDG and CECAP)
-



Achievement of targets in FST



Results by department within one faculty



Bringing Climate Action to the front of our education

Dr Fiona Cownie, Dr Elena Cantarello



Suggestions for your institution

- Core sustainability team essential and critical that academics work with this team
- Sustainability Academic Network
- Project Driven
- Communication key
- Don't just focus on academics with subject expertise as agents of change
- Enthusiasm and positivity are essential
- Feed forward collaboration as a principle

Photo credit: Unsplash Shane Rounce

Strengthen the means of implementation and revitalize the global partnership for sustainable development

Feed forward collaboration

Collaborating with internal and external partners on the basis that they in turn will collaborate with other partners. Give with the expectation that they will give to others.

Sustainability as collaboration v competition



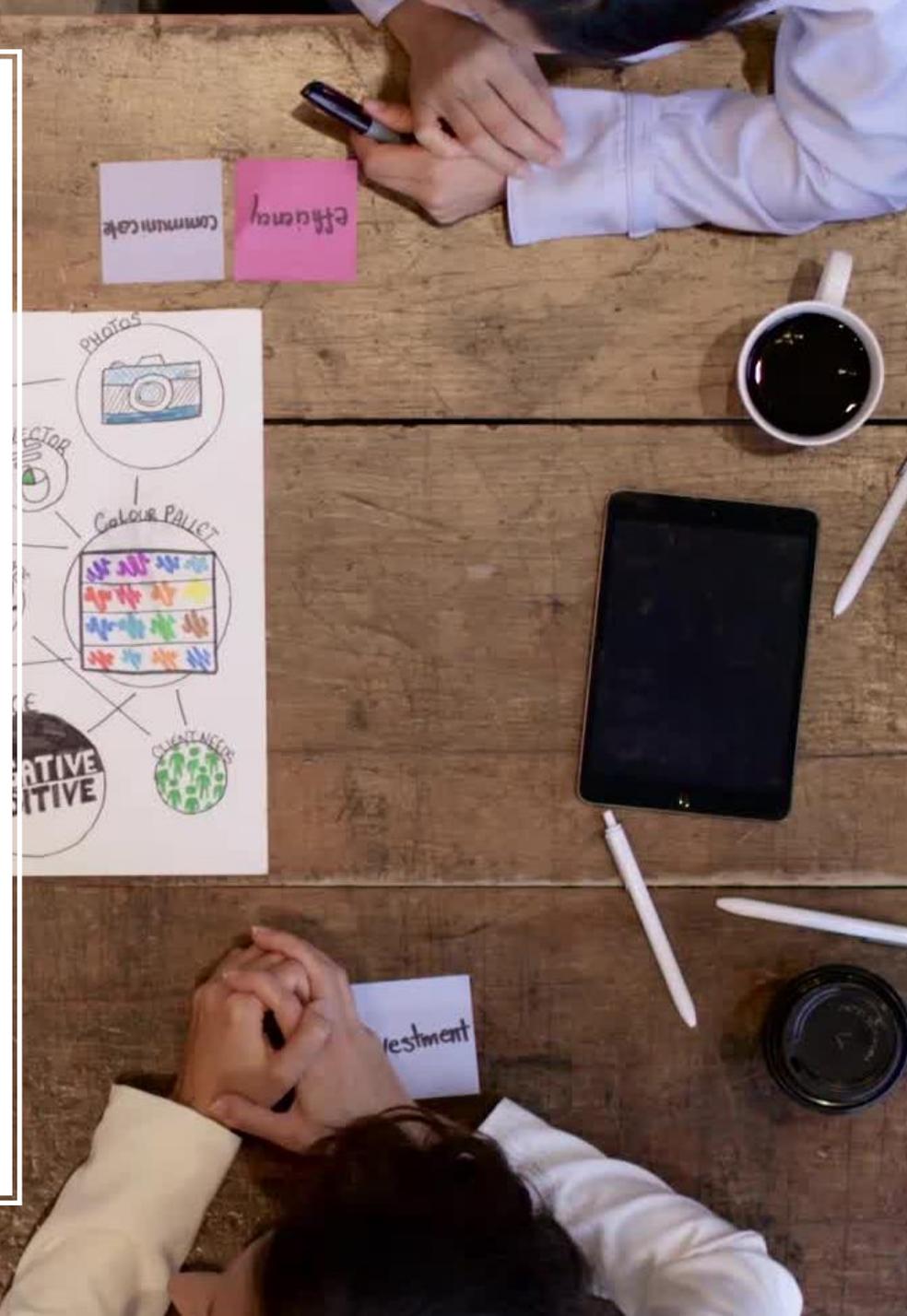
Target
17.16

Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries

To summarise

- Our functional relationship allows us to take an institution-wide approach to climate action and learn from each other
- Nomination for the wider sustainability team (academics and professional services) within VC staff awards

'You are consistently and creatively bringing great ideas to the table and pushing forward with innovative challenges for students to drive change in the institution'



Thank-you for your time

Questions?

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Photographic credits: Unsplash

Shane Rounce; Amanda Jones; Mark Adriane; Bernard Hermant; Noah Buscher

