



Green Plan

Approved 20 September 2007



The Department of Curriculum & Pedagogy (EDCP) aims to be a leader in environmental sustainability and conservation. EDCP is committed to maintaining and extending the sustainability movement on campus as expressed in Policy #5 (Sustainable Development), EcoTrek, the UBC Sustainability Office, and UBC's binding signature to the 1990 Talloires Declaration.

Institutions signing the Talloires Declaration, a 10-point action plan for sustainability in higher education, "pledged to make sustainability the foundation for campus operations, research, and teaching. They are encouraging their faculty, staff, and students to factor ecological, social, and economic consequences into all of their personal and professional decisions" (UBC, 2006, p. 1). UBC is also a member of the Association for the Advancement of Sustainability in Higher Education (AASHE), "a membership-based association of colleges and universities working to advance sustainability in higher education in the U.S. and Canada." The AASHE's mission is to promote sustainability in all sectors of higher education— from governance and operations to curriculum and outreach— through education, communication, research and professional development."

Similarly, students have been taking the Sustainability Pledge since 2002 at UBC:

UBC Sustainability Pledge:

I pledge to explore and take into account the social and ecological consequences of my decisions. Furthermore, I pledge to use the knowledge I gain at UBC to improve the sustainability of the communities in which I live, learn, and work.

EDCP is committed to leadership in sustainability on campus and in the educational system, including higher education. Among its 10-point action items, the Talloires Declaration challenges signatories to **Educate for Environmentally Responsible Citizenship, Foster Environmental Literacy For All, and Enhance Capacity of Primary and Secondary Schools** (see Appendix). This last item is defined as establishing "partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment, and sustainable development." These challenges are significant for Faculty, Staff and Students, but more locally are challenges to put EDCP in sustainable order.

In order to make good on this commitment to sustainability, collectively and individually EDCP Faculty, Staff and Students should adopt efforts to conserve resources, meet ethical and environmental purchasing standards, protect biodiversity, and cut pollution and greenhouse gas emissions.

The Department is Committed to the Following Actions:

1. Conserving resources (by March 31st, 2008 and sustained or reduced thereafter):

- Reducing paper use by 25%. Target can be reached through
 - using digital files and e-paper in place of, not in addition to, printed paper for course materials and departmental memos.
 - double-siding paper and reducing margins (The university uses the equivalent of 7,000 trees in paper every year).
- Reducing energy use by 10%. Target can be reached through
 - turning off lights within all rooms when not in use.
 - hibernating computers, photocopier and equipment when not in use.
- Reducing water use
 - reporting leaks (822-2173) and turning off running taps.
- Reducing and recycling garbage (UBC sends 3,000 tonnes of garbage to landfills every year, and diverts the same amount through recycling and composting).
 - placing recycling bins for cans and bottles near the entrances of *all* EDCP classrooms; use mugs or reuse paper cups during class breaks.
 - composting waste through containers placed in the EDCP lounge and other locations within the Scarfe building.
 - eliminating free bottled water at EDCP sponsored conferences and events.
- Reducing the consumption & purchasing of "supplies" (i.e., consumables) by 50% in *all* EDCP labs & studios.

2. Meeting ethical and environmental purchasing standards (by March 31st, 2008 and sustained thereafter):

- Aligning with Supply Management's sustainability practices and policies.
- Purchasing equipment that is Energy Star certified.
- Checking the sources and consequences of departmental purchases (Much of Canada's electronic waste ends up polluting Third World countries. See www.recycle.ubc.ca and the Bookstore's "No Sweat Policy" and "List of Accepted Vendors" at www.bookstore.ubc.ca)

3. Reducing pollution (by March 31st, 2008 and sustained or reduced thereafter):

- Reducing the use of hazardous waste materials by 10%. (UBC disposes 95,000 kg. of hazardous waste materials per year. That's 260 kg. every day. Check out ways to reduce, reuse or recycle hazardous materials at www.hse.ubc.ca and the database for surplus chemicals at www.herro.ubc.ca)
- Reducing GHG emissions by cycling, busing or carpooling (www.trek.ubc.ca)
- Reducing the number of flights to conferences and meetings by 10%.

4. "Greening" the curriculum (by March 31st, 2008 and sustained thereafter):

- Infusing sustainability concepts and issues into all EDCP undergraduate courses.
- Offering a graduate course once a year on "greening the curriculum."
- Including sustainability clauses (e.g., recycling, reusing) on course outlines.
- Using recyclables as much as possible in all course activities.

5. Being accountable (by March 31st, 2008 and sustained thereafter):

- Producing a succinct sustainability plan each year (outlining a couple of action priorities), and discussing it at a Department meeting.
- Asking UBC's Sustainability Office to assess our plan and actions once a year, and to recommend improvements.

Appendix I
THE TALLOIRES DECLARATION
1990

We, the presidents, rectors, and vice chancellors of universities from all regions of the world are deeply concerned about the unprecedented scale and speed of environmental pollution and degradation, and the depletion of natural resources.

Local, regional, and global air and water pollution; accumulation and distribution of toxic wastes; destruction and depletion of forests, soil, and water; depletion of the ozone layer and emission of "green house" gases threaten the survival of humans and thousands of other living species, the integrity of the earth and its biodiversity, the security of nations, and the heritage of future generations. These environmental changes are caused by inequitable and unsustainable production and consumption patterns that aggravate poverty in many regions of the world.

We believe that urgent actions are needed to address these fundamental problems and reverse the trends. Stabilization of human population, adoption of environmentally sound industrial and agricultural technologies, reforestation, and ecological restoration are crucial elements in creating an equitable and sustainable future for all humankind in harmony with nature.

Universities have a major role in the education, research, policy formation, and information exchange necessary to make these goals possible. Thus, university leaders must initiate and support mobilization of internal and external resources so that their institutions respond to this urgent challenge.

We, therefore, agree to take the following actions:

1. Increase Awareness of Environmentally Sustainable Development

Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future.

2. Create an Institutional Culture of Sustainability

Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.

3. Educate for Environmentally Responsible Citizenship

Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.

4. Foster Environmental Literacy For All

Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

5. Practice Institutional Ecology

Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.

6. Involve All Stakeholders

Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.

7. Collaborate for Interdisciplinary Approaches

Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future.

8. Enhance Capacity of Primary and Secondary Schools

Establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment, and sustainable development.

9. Broaden Service and Outreach Nationally and Internationally

Work with national and international organizations to promote a worldwide university effort toward a sustainable future.

10. Maintain the Movement

Establish a Secretariat and a steering committee to continue this momentum, and to inform and support each other's efforts in carrying out this declaration.