Overcoming a Single-Use Culture:

Sustainability in the Curriculum at UW-Stout
Workshop Agenda

- **2:30-2:55** - Overcoming a Single Use Culture: The State of Sustainability Curriculum at UW-Stout

- **3:00-4:00** - Inputs and Outcomes
  - What does "sustainability competence" look like?
  - What kind of sustainability requirement would be good for UW-Stout? (4 scenarios)

- **4:05-4:30** - Events Calendar and Student Organization Brainstorming
LUNCH
Eco-system services and campus services

- You paid for your lunch; you’re just not eating all of it.
Single-use cultural conditions

- Static “big picture”
- Accidental or chronic (actual or perceived) obsolescence
- Opacity
- Evanescence
- Small community orientation
- Linear orientation
Two Questions

Is knowledge exposure single-use?

When we create or identify course content, devise assignments, & write lectures...

...and when we assign readings, ask students to view videos, invite guest speakers and ask students to attend them...

...and when we compel students to collect data or write essays, when we correct homework, when we give quizzes and tests...

are we treating all of these opportunities as if they were single-use and/or disposable?
Two more questions

- Is our students’ notion of how knowledge works sustainable?

- Is ours?
Teachers see individual student narratives, but do we see the campus narrative embedded in the ways we structure learning for students?
Probably not.

That said, I don’t want to offend anyone.

It’s just that until recently I didn’t see the campus narrative in the student narrative.
Knowledge and Service Cycles

\[ \text{In-puts} + \text{out-puts} = \text{cycles} \]
University cycle(s) & Campus services

- Money + goodwill + constraints — Campus services (money, energy, time, knowledge, practice) + constraints — By-products of campus services, waste, reputation

- Students + goodwill + constraints — Campus services + constraints — Graduates and drop-outs, burnt out and happy employees, material waste, reputation
How can we manage these cycles more deliberately and consciously?
I am not talking about recycling or the “I TAPWATER” campaign.
DOUBLE-DIP!
DOUBLE-DIP!
When is it appropriate to double-dip?

... when the resource is scarce* and it has multiple applications that do not interfere with one another...

... when one group of students will benefit from encountering the knowledge base or skill set of another group of students...

... when we want to create a reserve of energy or resource for another purpose we cannot otherwise achieve...

*actually, even when it’s abundant, we should double-dip