



**SSHRC-IDRC ICURA Integrating Workshop
C-Change - Managing Adaptation to Coastal Change: Canada and the Caribbean**

MINUTES

Meeting: C-Change Advisory Board Meeting
Date: Thursday, November 24, 2011
Location: Room DMS 2180, Desmarais Building, UOttawa, Ottawa, Ontario
Present: Dan Lane, Kathy Cunningham, Colleen Mercer Clarke, John Clarke, Sue Nichols, Alexander Clarke, Michelle Theriault, Aleasha Boudreau, Kaija Metuzals, Brian Davy, Howard Powles, Andre Potworoski, Philippe Crabbe, Carlyle Mitchell, Maureen Woodrow, Tracey O'Sullivan, Joe Gough, Ilgehlich Nadimi, Sara Barghi, Viviana Fernandez, David Wright, Sahar Pakdel, Hooman Mostofi

Notes:

Dan Lane (DL) started the meeting.

DL spoke about the website and how important it is. Spoke about how C-FOAM is intertwined with C-Change. C-FOAM and C-Change hosted the NRMA Conference, 80 attendees, including students, talking about natural resource modeling. Mentioned how this related to the conference in Japan that Dan attended and presented at last week, which was located within the area affected by the tsunami. They are working on adaptation strategies to recover from the tsunami.

A roundtable took place to introduce everyone, what they work on and how it relates to climate change.

DL wants to go over the agenda with regards to curriculum. The documents provided are a means to stimulate discussion.

Document 1 – C-Change Project Overview – We had declared that we would create new curriculum, university level, but we see the need for outreach – elementary and secondary school.

Document 2 – Integrating Sustainability into Business Education – Can we use sustainability as a frame to start our discussions about curriculum? Do we need to design specific courses around sustainability? It can be more general, integrated into existing courses. Some professors are asked to incorporate sustainability into their courses but it isn't quantified – what percentage of time is spent on it? Kaija would like to see a specific course available at the university on the basics of sustainability, starting as a summer course, and then expanded to a yearlong Masters credit course.

Documents 3, 4, 5 – Calling a course interdisciplinary creates problems for the university, as you must take all aspects into every step of the way. Tracey says team-teaching is a way to go, but then there are workload issues, and profs need to commit to an amount of time. Students don't know where they belong as the interdisciplinary program does not belong to a specific faculty. Do we agree that we need to be doing this? Sustainability doesn't need to be "on the degree" but listed in the details, this makes students more attractive to employers. Carl says that sustainability is not an ideology in the Caribbean, it's a reality – they have no choice. Hooman talked about how good his interdisciplinary program is, he sees it as valuable experience to get all angles.

Break – 3:30-4pm.

Modes of Delivery

- elementary and secondary schools – critical to reach this age group. Alex Clarke – talking about his lesson plans for grade 4 and 11. They hit on a lot of the curriculum expectations – as he points out, so long as teachers are meeting the specific and overall expectations, they pretty much have free reign to do what they want. Hands on activities are great to engage kids and get them interested.
- Seminars, colloquiums, courses, concentrations in degree streams, full university programs
 - o Can we do this? Is it worthwhile?
- It seems best to approach the municipal level of government with regards to climate change adaptations as they are on the front line. We need to find like-minded people and link them so they can share their knowledge in a productive way
- To make curriculum suitable for international people, you need to include international components, not just Canadian – it needs to be relevant to be used effectively
- We have more work to do, to determine what we can deliver curriculum-wise

*A webinar – this could be an alternative to traditional seminars and colloquiums

You must take into consideration your audience – you can't talk to an engineer the same way you talk to an accountant.

If you can show people how they will benefit or profit from climate change adaptations and sustainability, you will have an audience.

Howard Powles paper – targeted at middle professionals, people already in the system.

Kaija Metuzals – proposing a course, document 11 – products at the end of a course, like books and papers, can be a great idea

Hooman – hasn't had a sustainability course during his Masters at uOttawa, only has heard of them. Most of what he has seen, course-wise, has been in Europe.

We need to focus more, decide what our products will be and move on it.

Wrapped up at 5:25pm.