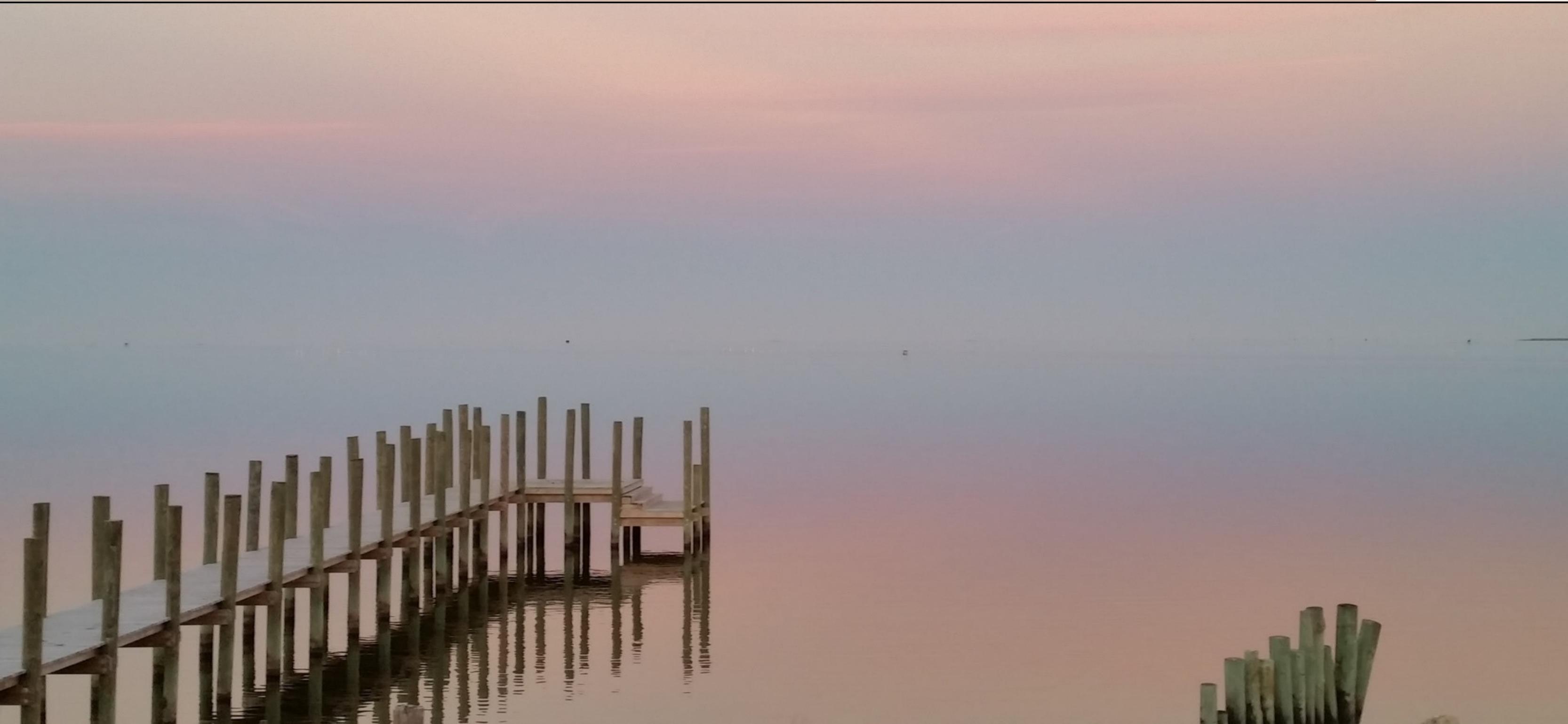


Sustainability Leadership



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Class 1:

Part 1: Introduction to the Class;

Part 2: Sustainability Leadership;

Part 3: Setting up the projects



Part 1: The class is a Service Learning class:

- You will work in small groups on real-world projects throughout the class.
- The projects we will work on are:

1 Develop Adaptation plans for specific T&E species or suites of species. This could be done for a species range wide or in context with a particular refuge. The ones that jumps out are the Lake wales species as a suite both Plants and animals, Beach mice, sea turtles, etc. There are also a number of migratory birds coming through Florida and many of these have not had any type of adaptation planning yet started.

2 Impact of Sea Level Rise on Ecosystems, Biodiversity, and Conservation Planning in Florida. The new sea level rise high projections for Florida include trajectories that have 2.5 m by 2100. No work has yet been done with that projection. That information could be modeled on coastal T&E species.

3 Potential climate changes impacts on Ecosystems, Biodiversity and Conservation Planning in Florida. The potential climate change impacts from temperature changes and precipitation changes have not yet been well translated to what they mean locally on the ground.

- During each class, we will have two parts:
 - 1: Theory of sustainability leadership: understanding what that means and what approaches can be used
 - 2: Service learning project: relates to working on the projects.

Part 1:

- In each class, we will discuss a number of questions in the sustainability leadership part. Please, be prepared to participate in the discussion of these questions, which requires to read the listed documents prior to the class.

Part 2:

- In each group, the students will decide on responsibilities for the various chapters of the project reports. Each report has six or seven chapters, and
- Each student will be responsible - and take leadership - for two or three of these chapters.

Travel: June 4-10, 2017

June 4, 2017: Flight to Orlando

Drive to Accommodation

June 5-9, 2017: Fieldwork, stakeholder meetings

June 10, 2017: Drive to airport

Flight to Norfolk

Accommodation: Rental of houses

Mode of Funding:

- housing, travel: already clarified
- Everybody should have received a ticket
- Checkin your responsibility

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- *Implement options and critically assess their impact on the community and its life-support system.*

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- 2 What type of leadership do we need to make progress toward sustainability?
- 3 Is human reasoning rational?
- 4 How does conservation factor into sustainability and how does it relate to technological progress replacing functions in the Earth's life-support system?

Part 3:

- The students will form groups of three or four around the three topics.
- It is required to apply the adaptation science approach to the topic.
- It will be important to distribute the chapters between the students.
- All students will contribute to all chapters, but individual students will be leading each chapter.
- Initially, each group will exchange thoughts on how to collect relevant information.
- Each group will assess how they want to approach the topic and distribute the work among the group members.

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Contents:

- 1 Introduction
- 2 Hazards
- 3 Vulnerabilities
- 4 Foresight
- 5 Decision-Making & Stakeholders
- 6 Options
- 7 Discussion, Summary, Recommendations