

# Pascal Frank

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<i>Home</i>	<i>Dijkgraaf 21 6671GN Zetten, Netherlands Tel.: +31 64 94 201 67 pascal.frank@posteo.de</i>	<i>Affiliation</i>	<i>Wageningen University &amp; Research Education and Learning Sciences Group Hollandseweg 1 NL – 6706 KN Wageningen pascal.frank@wur.nl</i>
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## 1. Education

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- 08/2016 - 09/2020     Dr. Phil., Leuphana University, Lüneburg (Summa cum laude)  
*PhD topic: „Developing affective-motivational competence within education for sustainable consumption through self-reflexive learning activities”*  
*Supervisors: Daniel Fischer, Regine Herbrik, Christine Wamsler*
- 10/2014 – 07/2015     M.Phil. 'History, Philosophy and Sociology of Science, Technology and Medicine', University of Cambridge/UK  
*Dissertation topic: “Diagnosing Anxiety Disorder: the Idiosyncratic Practice of a Standardized Procedure”*
- 09/2012 – 09/2014     M.A. spécialisé 'Éthique, responsabilité et développement', University of Fribourg/Switzerland  
*Dissertation topic: “Entre Délice et peur: Une étude sur notre rapport paradoxal avec les animaux”*
- 10/2005 – 06/2010     B.A. 'Kulturwissenschaften' (major: Sociology), Fernuniversität Hagen  
*Dissertation topic: „Gruppenbezogene Menschenfeindlichkeit in der Eifel“*

## 2. Employment history

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- 08/2023 – to date     Assistant professor (Tenure Track) in 'Teaching and learning for the development and unfolding of human potential for sustainability', Wageningen University & Research, Education and Learning Sciences
- 03/2022 – 07/2023     Research fellow, Federal Environment Agency, International Academy Transformation for Environment and Sustainability  
*Responsible for the development, evaluation, and implementation of transformative learning and collaboration spaces addressing professional leadership*
- 01/2022 - 02/2022     DAAD Visiting scholar, Stanford University, Woods Institute of the Environment  
*Research project: “Intrapersonal Sustainability Competencies”*
- 09/2021 - 12/2021     DAAD Visiting scholar, Arizona State University, School of Sustainability  
*Research project: “Intrapersonal Sustainability Competencies”*

- 09/2020 - 08/2021 Postdoctoral research fellow, Leuphana University, Lüneburg, Faculty of Sustainability  
*Research project: "Time rebound, time prosperity and sustainable consumption" (ReZeitKon), funded by the German Ministry of Education and Research (BMBF)*  
*Development and (qualitative) evaluation of teaching interventions for stimulating personal competencies / time use competency*  
<https://www.rezeitkon.de/wordpress/en/about-the-project/>
- 09/2018 - 08/2020 Research fellow, Leuphana University, Lüneburg, Faculty of Sustainability  
*Research project: ReZeitKon*
- 08/2016 - 08/2018 Research fellow, Leuphana University, Lüneburg, Faculty of Sustainability  
*Research project: "Education for Sustainable Consumption through Mindfulness Training" (BiNKA), funded by BMBF*  
*Development and qualitative evaluation of a consumption-focused mindfulness-based intervention*  
<http://achtsamkeit-und-konsum.de/en/about-the-project/>
- 09/2015 – 03/2017 Research assistant, Fernuniversität Hagen, Faculty of cultural and social sciences, chair of Sociology  
*Development and teaching of the module 'Grundstrukturen der Gesellschaft', Bachelor cultural sciences*

### **3. Scholarships and awards (excluding travel awards)**

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- 09/2021 - 03/2022 German Academic Exchange Service (DAAD) Postdoctoral Short-term Research Scholarship  
*Arizona State University (David Manuel-Navarrete) and Stanford University (Nicole Ardoin), USA*  
*Project title: "Intrapersonal Sustainability Competencies"*
- 04/2018 – 03/2019 BMBF Qualitätspakt Lehre (QPL) funding for innovative teaching development, Leuphana University Lüneburg  
*Project title: "Transformations towards sustainable consumption: individual and personal perspectives"*
- 10 –11/2017 YEEES PhD Research Scholarship  
*Nelson Mandela University Port Elizabeth & Cape Town University, South Africa*  
*Project title: "Inquiring the potential and challenges of emotional education for sustainable consumption"*
- 10/2014 – 06/2015 Swiss Study Foundation international scholarship  
*Funding for M.Phil. program at University of Cambridge*
- 07/2013 – 01/2014 ERASMUS-Scholarship  
*Kliment-Ochridsky University Sofia, Bulgaria*
- 11/2012 – 09/2020 Member of the Swiss Study Foundation  
*The Swiss Study Foundation supports excellent students and postgraduates at universities and technical colleges who due to their*

personality, creativity and intellectual skills are in a position to contribute to science, business, culture and politics  
<https://www.studyfoundation.ch/>

#### 4. External funding acquisition and project participation

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| 10/22 – 12/24 | Nationaal Groeifonds (220.000.000 €)<br><i>Research Project: Toekomstbestendige Leefomgeving, lead of sub-project: Innerlijke Leefomgeving</i>   |
| 10/22 – 12/24 | Movetia International Programme (184.000 CHF)(co-author)<br><i>Research Project: Transforming Higher Education for Sustainability by Fostering Inner Dimensions of Learners</i><br><a href="https://www.cde.unibe.ch/research/projects/fostering_inner_dimensions_f_or_sustainability_in_higher_education/index_eng.html">https://www.cde.unibe.ch/research/projects/fostering_inner_dimensions_f_or_sustainability_in_higher_education/index_eng.html</a> |
| 09/22 – 03/23 | Federal Ministry of Education and Research (BMBF) research grant (110.000 €) (main author)<br><i>Research Project: Entwicklung eines Evaluationskonzepts zur Kompetenzentwicklung für die International Academy Transformation for Environment and Sustainability am Umweltbundesamt (TESACADEV)</i>   |
| 09/18 – 08/21 | Sozial-ökologische Forschung (SÖF) research grant (1.300.000 €) (co-author)<br><i>Research project: Time rebound, time prosperity and sustainable consumption (ReZeitKon)</i>  |

#### 5. Publications (peer-reviewed)

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1. **Frank, P.**, Grauer, C. & Fischer, D. (in press). (Re-)learning time use and perception for sustainable development in schools. Qualitative results from a self-inquiry-based learning intervention. *Time and Society*
2. Henkel, G.-M., Singer-Brodowski, M., Reith, A., **Frank, P.** & Rieckmann, M. (in press). What is needed to act as a professional change agent for sustainability? A systematic literature review. *International Review of Education – Journal of Lifelong Learning*.
3. **Frank, P.**, Grauer, C. & Fischer, D. (in review). (Re-)learning time use and perception for sustainable development in schools. Qualitative results from a self-inquiry-based learning intervention. *Environmental Education Research*
4. **Frank, P.** Henkel, G.-M. & Lisgaard, J. (2024). Between evidence and delusion – A scoping review of cognitive biases in environmental and sustainability education. *Environmental Education Research*. <https://doi.org/10.1080/13504622.2024.2371507>
5. **Frank, P.**, Wagemann, J. Grund, J., Parodi, O. & Pöggel, K. (2024). Toward a personal sustainability science. A new agenda for understanding and transforming unsustainability. *Sustainability science*, 19(2), 555-574. <https://doi.org/10.1007/s11625-023-01442-w>
6. Thurm, S., **Frank, P.** & Greve, S. & Schröder, S. (2024). Can learning to move foster sustainable development? A systematic literature review examining the potential of sports and physical activity in the context of Education for Sustainable Development. *German Journal of Exercise and Sport Research*, 54(1), 29-42. <https://doi.org/10.1007/s12662-023-00908-4>
7. Grauer, C., Fischer, D. & **Frank, P.** (2023). Learning to use time in unusual times — A transformative learning perspective on students' time use during Covid-19. *International Review*

of Education – Journal of Lifelong Learning, 69(6), 823-849. <https://doi.org/10.1007/s11159-023-10034-w>

8. **Frank, P.** (2023). Learning to change myself: Personal approaches to sustainable consumption. In J. Dyer, D. Fischer, J. King, M. Sahakian & G. Seyfang (Eds.). *Teaching and Learning Sustainable Consumption: A Guidebook*. London: Routledge.
9. **Frank, P.**, Heimann, K., Kolbe, V. & Schuster, C. (2022). Can guided introspection help avoid rationalization of meat consumption? Mixed-method results of a pilot experimental study. *Cleaner and Responsible Consumption*, 6, 100070. <https://doi.org/10.1016/j.clrc.2022.100070>
10. Grauer, C., Fischer, D. & **Frank, P.** (2022). Time and Sustainability - A missing link in formal education curricula. *Journal of Environmental Education*, 53(1), 22-41. <https://doi.org/10.1080/00958964.2021.2009429>
11. **Frank, P.** & Marken, M. (2022). Developments in qualitative mindfulness practice research – a pilot scoping review. *Mindfulness*, 13, 17-36. <https://doi.org/10.1007/s12671-021-01748-9>
12. **Frank, P.**, Fischer, D., Stanszus, L., Grossman, P., & Schrader, U. (2021). Mindfulness as self-confirmation? An exploratory intervention study on potentials and limitations of mindfulness-based interventions in the context of environmental and sustainability education. *Journal of Environmental Education*, 52(7), 417-444. <https://doi.org/10.1080/00958964.2021.1966352>
13. **Frank, P.** (2021). A proposal of personal competencies for sustainable consumption. *International Journal of Sustainability in Higher Education*, 22(6), 1225-1245. <https://doi.org/10.1108/IJSHE-01-2020-0027>
14. Stanszus, L., **Frank, P.**, & Geiger, S. (2019). Healthy eating and sustainable nutrition through mindfulness? Mixed method results of a controlled intervention study. *Appetite*, 141. <https://doi.org/10.1016/j.appet.2019.104325>
15. **Frank, P.**, & Stanszus, L. (2019). Transforming consumer behavior: Introducing self-inquiry-based and self-experience-based learning for building personal competencies for sustainable consumption. *Sustainability*, 11(9), 2550. <https://doi.org/10.3390/su11092550>
16. **Frank, P.**, Sundermann, A., & Fischer, D. (2019). How mindfulness training cultivates introspection and competence development for sustainable consumption. *International Journal of Sustainability in Higher Education*, 20(6), 1002-1021. <https://doi.org/10.1108/IJSHE-12-2018-0239>
17. **Frank, P.**, Stanszus, L., Fischer, D., Kehnel, K., & Grossman, P. (2019). Cross-Fertilizing Qualitative Perspectives on Effects of a Mindfulness-Based Intervention: An Empirical Comparison of Four Methodical Approaches. *Mindfulness*, 21(4), 1-16. <https://doi.org/10.1007/s12671-019-01227-2>
18. **Frank, P.**, Fischer, D., & Wamsler, C. (2019). Mindfulness, Education, and the Sustainable Development Goals. In W. Leal Filho, A. M. Azul, L. Brandli, P.G. Özuyar, & T. Wall (Eds.), *Encyclopedia of the UN Sustainable Development Goals*. Cham, Springer, 1-11. [https://doi.org/10.1007/978-3-319-69902-8\\_105-1](https://doi.org/10.1007/978-3-319-69902-8_105-1)
19. **Frank, P.** (2018). Knowledge Generation and Sustainable Development. In W. Leal Filho (Ed.), *Encyclopedia of Sustainability in Higher Education*. Cham, Germany: Springer. [https://doi.org/10.1007/978-3-030-11352-0\\_409](https://doi.org/10.1007/978-3-030-11352-0_409)
20. **Frank, P.**, & Fischer, D. (2018). Introspektion und Bildung für nachhaltigen Konsum: Ein Lehr-Lern-Format zur systematischen Selbsterforschung in der Auseinandersetzung mit Argumenten zum Konsum tierischer Produkte – Leuphana Universität Lüneburg. In W. Leal Filho (Ed). *Nachhaltigkeit in der Lehre: eine Herausforderung für Hochschulen* (469-485). Wiesbaden, Germany: Springer. [https://doi.org/10.1007/978-3-662-56386-1\\_28](https://doi.org/10.1007/978-3-662-56386-1_28)
21. **Frank, P.** (2017). Warum wir Tiere essen (obwohl wir sie mögen). Sozialpsychologische Erklärungsansätze für das Fleischparadox. *Psychosozial*, 40(148), 49–69. <https://doi.org/10.30820/0171-3434-2017-2-49>

22. Stanzus, L., Fischer, D., Böhme, T., **Frank, P.**, Fritzsche, J., Geiger, S.M., Harfensteller, J., Grossmann, P., & Schrader, U. (2017). Education for Sustainable Consumption through Mindfulness Training: Development of a Consumption-Specific Intervention. *Journal of Teacher Education for Sustainability*, 19(1), 5-21. <https://doi.org/10.1515/jtes-2017-0001>

## 6. Other publications

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23. Fischer, D., Grauer, C. & **Frank, P.** (2022). Zeit nachhaltig gestalten lernen – Schulschließungen als verpasste Chance?. *Zeitpolitisches Magazin*, 19(40), 26-28
24. Grauer, C., **Frank, P.** & Fischer, D. (2021). *SusTimeAbility - An educational approach to promoting time shaping competence Images and Objects – Active Methodology Toolkit #12 Education for responsible and sustainable lifestyles*. Norway: Centre for Collaborative Learning for Sustainable Development (CCL),
25. **Frank, P.**, Grauer, C. & Fischer, D. (2020). *Zeitgestaltungskompetenz*. [http://www.rezeitkon.de/wordpress/wp-content/uploads/2020/11/ReZeitKon\\_Zeitkompetenz\\_final.pdf](http://www.rezeitkon.de/wordpress/wp-content/uploads/2020/11/ReZeitKon_Zeitkompetenz_final.pdf)
26. **Frank, P.** (2017). Achtsamkeit – Woher und warum. *Grünes Wissen – Das Wissenschaftsportal für nachhaltige Entwicklung*. URL: <https://www.grueneswissen.de/beitrag/achtsamkeit/>
27. **Frank, P.**, Mertin, J. & Taschenmacher, J. (Eds.) (2010). *Infoheft zur Gruppenbezogenen Menschenfeindlichkeit in der Eifel*. Nettersheim.

## 7. Scientific conference contributions (peer-reviewed)

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1. International Conference on Environmental Mindfulness 2023, 13<sup>th</sup> – 16<sup>th</sup> November, Rome. Presentation: “*Mindful self-compassion for future sustainability professionals*”
2. ECER 2021, 6<sup>th</sup> – 10<sup>th</sup> September, online, symposium organization: “*Intrapersonal Sustainability Competencies - An Emerging Field for Environmental and Sustainability Scholarship and Practice*”
3. International Conference on Mindfulness 2021, „Diversity and Equality“, 5<sup>th</sup> – 9<sup>th</sup> July, online, Presentation: “*Developments in qualitative mindfulness practice research – a systematic literature review*”, Presentation: “*Can mindfulness training stimulate personal competencies for sustainable consumption? Insights from a qualitative intervention study*”
4. First-Person Science of Consciousness Conference 2021, "Methodological Issues and Fields of Application", 6<sup>th</sup> – 8<sup>th</sup> May, online, Presentation: “*Teaching first-person methodology in Environmental and Sustainability Education - The pedagogy of self-inquiry-based learning*”
5. European Learning & Teaching Forum 2021, "Embedding and facilitating sustainability", 16<sup>th</sup> – 18<sup>th</sup> February, online, Presentation: “*Personal approaches toward environmental and sustainability education*”
6. SCORAI conference 2020, 10<sup>th</sup> – 12<sup>th</sup> June, online, Presentation: “*A proposal of personal competencies for sustainable consumption*”
7. Future Earth Knowledge-Action Network mini-conference 2020, “Global Perspectives on COVID-19 and Sustainability Transitions”, 27<sup>th</sup> May, online, Presentation: “*School closures and the COVID-19 pandemic: Is there a transformational potential for Education for Sustainable Development?*”
8. ERSCP 2019 „Circular Europe for Sustainability“, 15<sup>th</sup> – 18<sup>th</sup> October, Barcelona, Spain, Presentation: “*Personal competencies for sustainable consumption*”

9. ECER 2019, 2<sup>nd</sup> – 6<sup>th</sup> September, Hamburg, Germany, Presentation: *“Introducing self-inquiry-based and self-experience-based learning for building personal competencies for sustainable consumption, Presentation: “Education for Sustainable Consumption through mindfulness training: Qualitative perspectives”*
10. Leverage points Conference 2019, 6<sup>th</sup> – 8<sup>th</sup> February, Lüneburg, Germany, Presentation: *“Reflexive knowledge generation”*
11. ECER 2018, 3<sup>rd</sup> – 7<sup>th</sup> September, Bozen, Italy, Presentation: *“Stimulating competence acquisition for sustainable consumption through cultivating introspection in mindfulness training in higher education”*, Presentation: *“Epistemic recontextualism: an empirical evaluation of an educational approach enabling students to deal with ambivalent arguments”*
12. ESRI 2018, “Kinship, Conflict and Compassion”, 20<sup>th</sup> – 26<sup>th</sup> August, Chiemsee, Germany, Poster Presentation: *“Integrating personal approaches toward sustainable development into sustainability science Curricula. An example from Leuphana University Lüneburg/Germany”*
13. 3<sup>rd</sup> International GRF Conference 2018, “Sustainable lifestyles, livelihoods and the circular economy”, 27<sup>th</sup> – 29<sup>th</sup> June, Brighton, UK, Presentation: *“Stimulating key competence acquisition through mindfulness Training in higher education for sustainable consumption”*, Presentation: *“Qualitative analysis of a consumer-focused mindfulness-based intervention – a comparison of methodologies”*, Special Workshop: *“eBiNK” - emotional Education for Sustainable Consumption”*
14. LS-Forschungskolloquium 2017: „Nachhaltigkeit in der Lehre: eine Herausforderung für Hochschulen“, 21<sup>st</sup> June, Hamburg, Germany, Presentation: *“Introspektion und Bildung für nachhaltigen Konsum: Ein Lehr-Lern-Format zur systematischen Selbsterforschung in der Auseinandersetzung mit Argumenten zum Konsum tierischer Produkte”*
15. 2<sup>nd</sup> International Conference on Mindfulness 2016, 11<sup>th</sup> – 15<sup>th</sup> May, Rome, Italy, Presentation: *“Detecting non-rational components of personal epistemology regarding ethical dilemmas via mindfulness”*

## **8. Relevant invited talks and workshops (latest)**

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1. International Conference on Environmental Mindfulness 2023, 13<sup>th</sup> – 16<sup>th</sup> November, Rome. Keynote: *“Being mindful about mindfulness and sustainability”*
2. ESRI 2021, “Care for Life”, 16<sup>th</sup> – 20<sup>th</sup> August, online, *Workshop: “Personal approaches toward Sustainability Sciences”*
3. „Global Citizenship Education Symposium“ 2021, University of Maastricht, 21<sup>st</sup> May, online, Talk: *“Personal approaches toward Environmental and Sustainability Education”*
4. Global Council for Science and the Environment Certificate Program, 2021, 9<sup>th</sup> March, online, Talk & Workshop: *“Inner worlds matter: Proposing intrapersonal sustainability competencies as learning outcomes of Higher Education”*
5. Faktenkontor, 8<sup>th</sup> March 2021, Podcast: *“Über Nachhaltigkeit und die richtige Kommunikation”*
6. Evangelische Akademie der Pfalz 2019, “Kauf dich glücklich?!", 9<sup>th</sup> November, Landau, Germany, Workshop: *“Nachhaltiger Konsum: Persönliche Hindernisse identifizieren und eigene Ressourcen stärken”*
7. Klimakultur-Werkstatt 2019, 30<sup>th</sup> March, Rostock, Germany, Talk & Workshop: *“Eigenes Handeln aktivieren”*
8. Praxisforum Bildungstag 2018 „Jetzt! Bildung für die Zukunft“, 20<sup>th</sup> November, Aachen, Germany, Workshop: *“Bildung für nachhaltigen Konsum – Jetzt wirds persönlich”*
9. YEEES Spring School 2018, 12<sup>th</sup> February, Lüneburg, Germany, Workshop: *“Personal approaches toward sustainable development”*

10. Wissenschaftliches Kolloquium 2017, “Für Naturschutz begeistern: Neue Wege in der Kommunikation”, 24<sup>th</sup> October, Ettelbrück, Luxembourg, Workshop: “*Wie schaffen wir die affektiven Grundlagen für wirkungsvolle Umweltkommunikation? Einführung in emotionale Bildung für nachhaltigen Konsum*”

## 9. Further academic activities and services

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05/2023 – 11/2023	Member of the scientific committee of the International Conference of Environmental Mindfulness 2023
01/2023 – 08/2023	Personal coach for new members of the Swiss Study Foundation
09/2022 – 10/2022	Invited reviewer ‘Institute for Advanced Sustainability Studies (IASS) fellow program’
Since 06/2021	Associate editor “Mindfulness” journal
04/2018	Conference organization "Sustainability and me: Potentials of personal and experience-based approaches for higher education for sustainable development", Leuphana University of Lüneburg
Since 01/2018	Regular reviews for scientific journals (‘Sustainability’, ‘Environmental Education Research’, ‘Mindfulness’, ‘Umweltpsychologie’, 'Sustainable Production and Consumption', ‘Climatic Change’, ‘International Journal of Sustainability in Higher Education’, ‘Sustainability Science’) & Book reviews (Palgrave Macmillan)
01/2017 – 08/2021	Mentorship in the "student mentoring program", Leuphana University of Lüneburg
10/2014 - 07/2015	Wolfson College Student Association's 'Green Officer', Cambridge University/UK
01/2013 - 08/2014	Cashier of Student Association, University of Fribourg/Switzerland

## 10. Professional development (most relevant)

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01/2024 – 12/2024	Movement Teacher Training, Joseph Bartz, Berlin
10/2023 – 06/2024	Tenure Track Development program, Wageningen University & Research, Netherlands
10/2022 – 09/2023	Professional training “systemische Transformationsberatung”, Transformationsakademie Berlin, Germany (200 hours)
10/2021 - present	“Master Higher Education” University of Hamburg, Germany
10/2021 - 04/2022	“ASU Global Futures Research Accelerator Program”, Arizona State University, USA
04/2021 – 06/2021	"Mindful Self-Compassion Teachers' Training", Center for Mindful Self-Compassion
01/2021	"Micro-phenomenological analysis" training, Prof. Dr. Claire Petitmengin, Paris, France

10/2020 – 11/2020	"Mindful Self-Compassion", Michael Merks, Hamburg, Germany
08/2020 – 09/2020	"Neurolinguistic Programming" practitioner training (170 hours), Hamburg, Germany
03/2020	“Social, emotional, and ethical learning”, Dr. Corina Aguilar-Raab & Silvia Wiesmann, European Center for Mindfulness, Freiburg
10/2019	“Micro-phenomenological interview" training, Prof. Dr. Claire Petitmengin, Paris, France
10/2017 – 09/2019	Certification program “Leuphana.Lehre.Lernen: PLUS” (200 hours), Leuphana University Lüneburg, Germany
10/2015 – 10/2018	“Iyengar-Yoga Teachers’ Training” (1.650 hours), Iyengar-Yoga-Institute Rhein-Ahr e.V., Köln, Germany

## **11. Language skills**

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German (first language), English (C2), Dutch (C2), French (C2, 2014), Spanish, Portuguese, Italian, Bulgarian (B1, 2013), Arabic (B1, 2015)