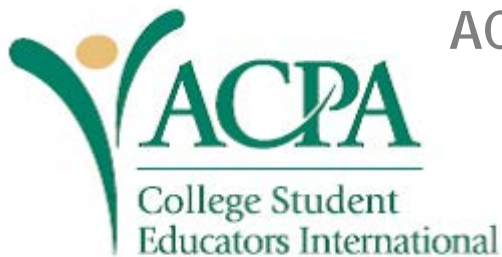


Innovative Approaches to Promoting Sustainable Communities in Student Affairs

Dr. Kaye Holman, Colorado State University

Dr. James Tweedy, University of Delaware

ACPA Sustainability Advisory Committee





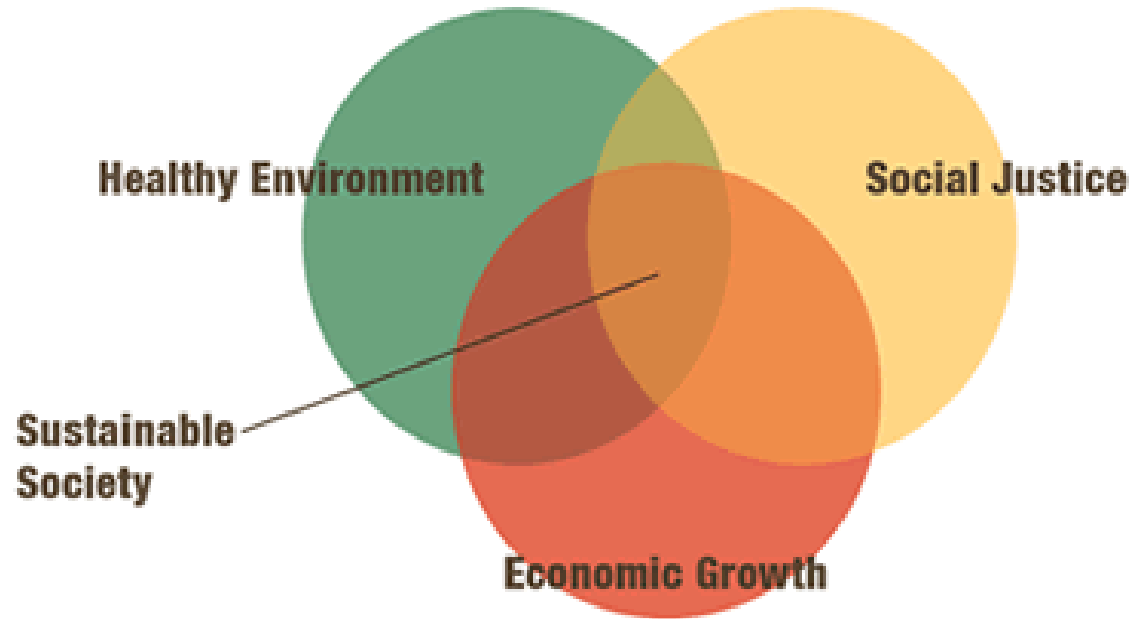
Promising Practices Session

Learning Objectives

- ▶ Define sustainability and the Triple Bottom Line
- ▶ Identify case studies of student affairs sustainable practices
- ▶ Connect sustainability practices to ACPA/NASPA Joint Task Force on Professional Competencies & Standards
 - ▶ Assessment, Evaluation, and Research (AER)
 - ▶ Student Learning and Development (SLD)
- ▶ Model sustainability dialogues in student affairs units to strengthen focus and commitment to SLD in sustainability

Brundtland Report (1987)

Triple Bottom Line



ACPA

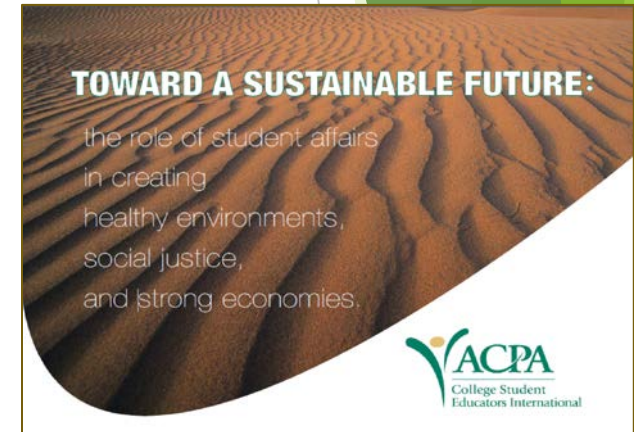
Sustainability Advisory Committee

- ▶ Presidential Taskforce on Sustainability (2006-2008)
- ▶ Purpose
 - ▶ address the association's interests and efforts to advance the international sustainable future's agenda
 - ▶ institutionalize sustainability in "permanent structures" of the association
- ▶ Teams
 - ▶ Member Education
 - ▶ Organizational Infusion
 - ▶ Sustainability Institute
 - ▶ Convention Sustainability

ACPA's 2008 Monograph: *Toward a Sustainable Future*

Sustainability Student Outcomes

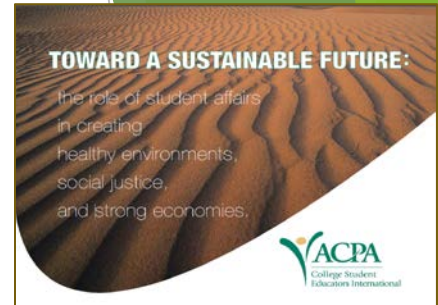
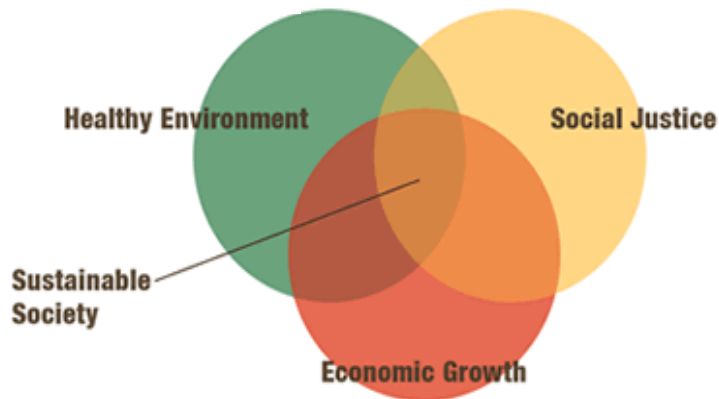
- ▶ Define sustainability
- ▶ Relate sustainability to life and values
- ▶ Change actions and consumerism
- ▶ Explain environmental, economic, and social interrelationships
- ▶ Learn change agent skills
- ▶ Apply sustainability in community
- ▶ Demonstrate personal, professional, and social commitments



Define Sustainability

Competencies

- ▶ Understand the definition of sustainability.
- ▶ Understand how concepts of sustainability are connected to issues of social justice, the environment, and the economy.
- ▶ Explore these concepts on local, national, and international levels.

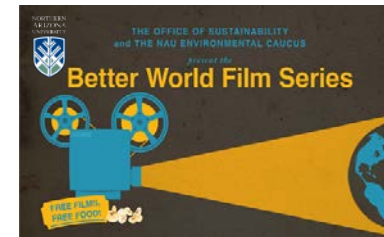
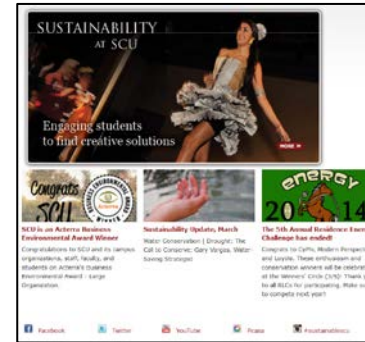
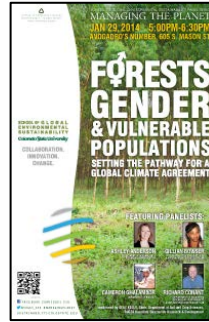


Define Sustainability

Developmental Experiences

Case Studies

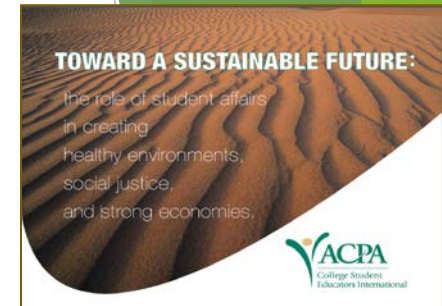
- ▶ Residence hall programs
- ▶ FYE and orientation
- ▶ Campus speaker series
- ▶ Bulletin boards
- ▶ Service learning
- ▶ Co-curricular collaborations
- ▶ Town hall forums
- ▶ Domestic study, study- and service-abroad experiences
- ▶ Film series or festivals
- ▶ Media and social media
- ▶ Multicultural affairs/diversity programming



Relate Sustainability to Life and Values

Competencies

- ▶ Self-reflect on values and habits.
- ▶ Identify personal values and understand these values within the context of a larger society.
- ▶ Understand how personal choices and habits can affect sustainability.
- ▶ Understand implications for economic growth and equity.
- ▶ Gain knowledge of the effects of individual level, community level, national level and international level choices on ecosystems and human suffering.



Relate Sustainability to Life and Values - Case Study



HOUSING & FOOD SERVICES
UNIVERSITY of WASHINGTON
Division of Student Life

<https://www.hfs.washington.edu/>

Sustainability: It's in our nature.



Our Commitment

HFS is committed to environmental stewardship in collaboration with our students to reduce our environmental impact through Awareness and Education, Energy and Atmosphere, Sustainable Dining, materials resource like Composting, Conservation and Recycling, Social Justice, building Sustainable Sites through our Housing Master Plan starting in West Campus, and through Water Efficiency. We are committed to continually working together to transform, grow and improve our sustainability efforts.

Our Partnership

We have a long time partnership with Students Expressing Environmental Dedication (SEED), a residence hall student group, that helps raise awareness and promote environmentally-sound practices in the residence halls among residents, staff and the Administration. The students' energy, enthusiasm and commitment have had a huge impact especially by increasing the rate of composting and raising awareness about sustainability issues.

Change Actions and Consumerism



Competencies

- ▶ Demonstrate an understanding of the power to choose responsibility to self and/or responsibility to society.
- ▶ Demonstrate an understanding of how your behavior affects others.
- ▶ Understand concepts of social development, including economic resources, food, education, energy, health care, water and sanitation.
- ▶ Learn how to maintain healthy ecosystems so humans and other species can continue to live on the planet.
- ▶ Understand concepts related to: lighting, water, energy, renewable energy, sustainable products, consumption, purchasing practices, recycling, transportation, design, fair trade, and social justice.

Change Actions and Consumerism

Case Study

IU Energy Challenge

It's time to go green

The purpose of the Energy Challenge is to instill conservation habits in participants. It rewards participants for making small behavior changes that, when performed collectively, can substantially decrease Indiana University's environmental impact.

<https://www.hfs.washington.edu/>

March 24 - April 21, 2014



Change Actions and Consumerism

Case Study

IU Energy Challenge

It's time to go green

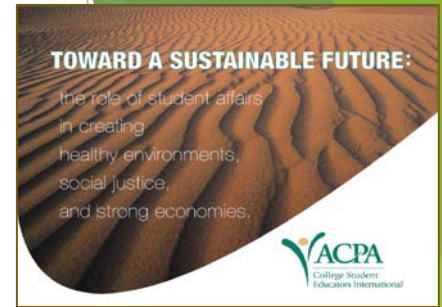
Sponsors

<https://www.hfs.washington.edu/>

IU Office of Sustainability
Residential Programs and Services
Office of the Provost
Office of the Vice President for
Capital Projects and Facilities
Physical Plant Utilities
Residence Halls Association
City of Bloomington Utilities
Duke Energy
Greeks Go Green
Building Services
Trane



Explain Environmental, Economic and Social Interrelationships



Competencies

- ▶ Demonstrate an awareness of the power of an individual in society.
- ▶ Gain knowledge of our interdependence with other humans and the life supporting ecosystems.
- ▶ Gain knowledge of types and extent of human suffering and how they relate to each other, the degradation of ecosystems and our choices as individuals and communities.
- ▶ Gain knowledge of systems theory and the interrelated effects of economic policy and cultural norms on sustainable consumption and healthy ecosystems.
- ▶ Understand power, cultural norms, the change process, and change agent strategies.

Explain Environmental, Economic and Social Interrelationships

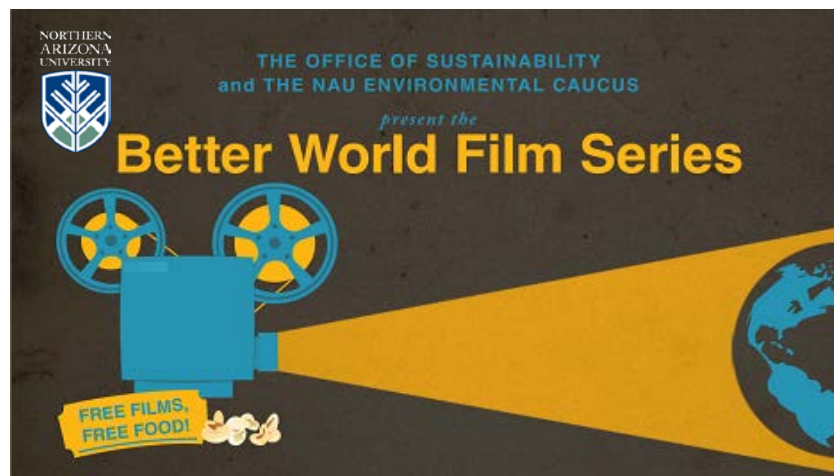
Case Study

Green NAU

<http://nau.edu/Green-NAU/>

Join us for this free documentary film series that will show our society's greatest challenges and celebrate the triumph of the human spirit as we strive to create a better world. Free refreshments and fruit will be served.

NORTHERN
ARIZONA
UNIVERSITY



Explain Environmental, Economic and Social Interrelationships

Case Study

2014 Film Line-Up

Inequality for All

Shift the Climate

Streams of Consequence

Taking Earth's Temperature

Bidder 70

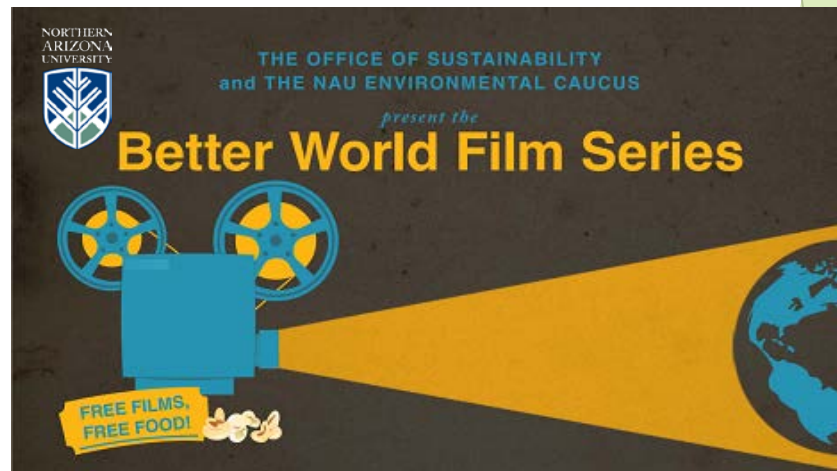
Chasing Ice

Growing Cities

Carbon Nation

<http://nau.edu/Green-NAU/>

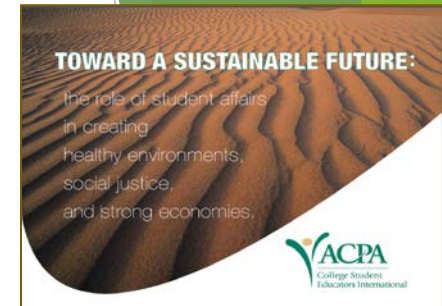
NORTHERN
ARIZONA
UNIVERSITY



Learn Change Agent Skills

Competencies

- ▶ Understands the change process.
- ▶ Assess the political and cultural climates pertinent to change.
- ▶ Generate support for change through strong communication skills, consensus building strategies, and with openness to the ideas and struggles of others.
- ▶ Articulate clear, strategic, and practical course for change.
- ▶ Knows how to challenge the status quo to achieve transformative change.



Learn Change Agent Skills

Case Study

<http://www.scu.edu/sustainability/>



For more information contact:
Janice DeMonisi, Director of Recreation
jdemonsi@scu.edu

Learn Change Agent Skills

Case Study



Campus Recreation

- ▶ Created the challenge
- ▶ Calculated the emissions
- ▶ Created the surveys
- ▶ Advertised the challenge, purchased the prizes

Center for Sustainability

- ▶ Assisted with surveying
- ▶ Helped determine pledge pounds/survey item
- ▶ Promoted the marketing challenge

Campus Ministry

- ▶ Incorporated into October Mission Sustainable month
- ▶ Promoted carbon footprint calculator

Residence Life

- ▶ Provide Energy Challenge incentives
- ▶ Recognized participants by Resident Life Community

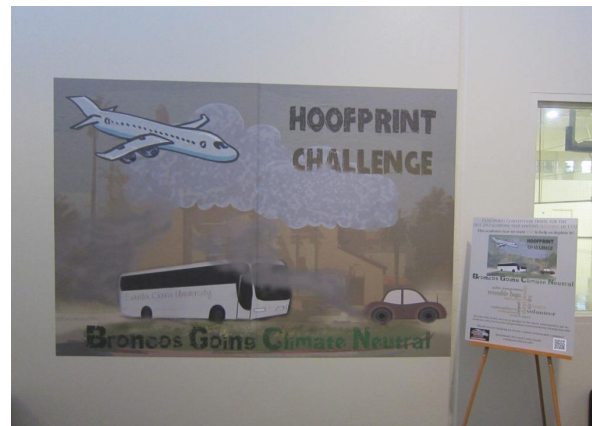
Learn Change Agent Skills

Case Study



Marketing and Social Media

- ▶ Mural in Campus Recreation
- ▶ Campus Recreation Newsletter
- ▶ Campus Recreation Website
<http://www.scu.edu/recreation/department/sustainability/hooprint.cfm>
- ▶ Facebook: hoofprintchallenge and sustainabilityat scu
- ▶ Instagram campaign: #hoofprintchallenge



Learn Change Agent Skills

Case Study

<http://www.scu.edu/sustainability/>

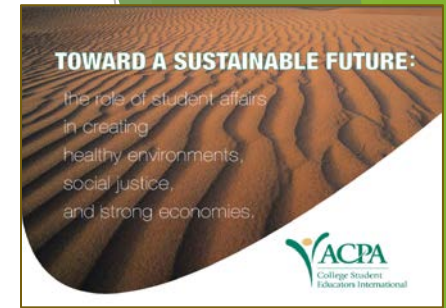


For more information contact:
Janice DeMonisi, Director of Recreation
jdemonsi@scu.edu

Apply Sustainability in Community

Competencies

- ▶ Demonstrate the ability to take action on issues.
- ▶ Apply effective change agent skills and implement them to achieve sustainable development.



Apply Sustainability in Community

School of Global Environmental Sustainability

<http://sustainability.colostate.edu/>



Colorado
State
University

MANAGING THE PLANET
topics in sustainability
FEB 26, 2014 5:00PM-6:30PM
AVOGADRO'S NUMBER, 605 S. MASON ST.

PUTTING A PRICE TAG ON NATURE
THE ECONOMICS OF ECOSYSTEMS

SCHOOL OF GLOBAL ENVIRONMENTAL SUSTAINABILITY
Colorado State University
COLLABORATION. INNOVATION. CHANGE.

FEATURING PANELISTS:
JOSHUA GOLDSTEIN
THOMAS DEAN
MARY STROMBERGER
ANDREW SEIDL

moderated by GENE KELLY, Chair, Department of Soil and Crop Sciences,
SAGE's Associate Director for Research & Development

MANAGING THE PLANET
POLITICAL POLARIZATION
AND OUR ENVIRONMENTAL FUTURE

SCHOOL OF GLOBAL ENVIRONMENTAL SUSTAINABILITY
Colorado State University
COLLABORATION. INNOVATION. CHANGE.

OCT 10TH - 5:00-6:30PM
AVOGADRO'S NUMBER - 605 S. MASON ST.

MODERATED BY GENE KELLY
CHAIR, DEPARTMENT OF SOIL AND CROP SCIENCES,
SAGE'S ASSOCIATE DIRECTOR FOR RESEARCH & DEVELOPMENT

FEATURING PANELISTS:
MARK FIEGE
TOM PLANT
SANDRA DAVIS
TONY CHERG

moderated by GENE KELLY, Chair, Department of Soil and Crop Sciences,
SAGE's Associate Director for Research & Development

WWW.SUSTAINABILITY.COLOSTATE.EDU

MANAGING THE PLANET
OCTOBER 9, 2013 5:00-6:30PM
AVOGADRO'S NUMBER, 605 S. MASON ST.

THRIVING BEYOND SUSTAINABILITY
How cities are taking planning, green building, and economic development to the next level.

SCHOOL OF GLOBAL ENVIRONMENTAL SUSTAINABILITY
Colorado State University
COLLABORATION. INNOVATION. CHANGE.

FEATURING PANELISTS:
ERIAN DUNBAR
JANA GOLDBERG
BRUCE HENDEL
JANE CHOI

moderated by GENE KELLY, Chair, Department of Soil and Crop Sciences,
SAGE's Associate Director for Research & Development

Apply Sustainability in Community



Colorado
State
University

SUMMER 2014
PRE-COLLEGE SUMMER SUSTAINABILITY PROGRAM

HIGH SCHOOL STUDENTS COME JOIN US! Session 1: June 24-July 1
Session 2: July 8-July 15

<http://sustainability.colostate.edu/>

**STUDENT
SUSTAINABILITY
CENTER**

Colorado
State
University

**EMPOWERING STUDENTS
TO ADVANCE SUSTAINABILITY
PRINCIPLES AND PRACTICES AT
COLORADO STATE UNIVERSITY
AND BEYOND**

FACEBOOK.COM/SSC.CSU
[HTTP://SUSTAINABILITY.COLOSTATE.EDU/SSC](http://sustainability.colostate.edu/ssc)

For advanced PhD student, candidate, or early career
Postdoctoral Fellow at Colorado State University

**APPLY TO BE A 2014-2015
SoGES SUSTAINABILITY
LEADERSHIP FELLOW**



Apply Sustainability in Community

College of Business

MBA in Global Social and Sustainable Enterprise

<http://biz.colostate.edu/gsse/>



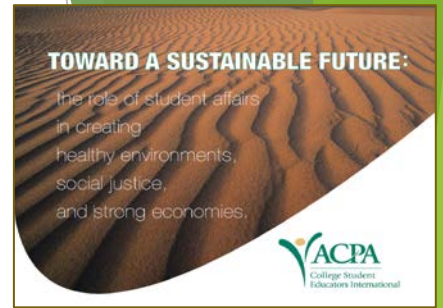
Colorado
State
University



Demonstrate Commitments Personally, Professionally, and Socially

Competencies

- ▶ Demonstrate an obligation to civic engagement.
- ▶ Work to ensure sustainable economies.
- ▶ Work to ensure a healthy and flourishing environment.
- ▶ Contribute to the creation and maintenance of inclusive communities on a local, national, and international level.
- ▶ Work to ensure cultural and social diversity and social justice.
- ▶ Work to ensure that the rights of workers are respected and that all members of society play a role in determining their futures.



Demonstrate Commitments

Case Study

<https://www.udel.edu/sustainability/>



Get Engaged in a Sustainable UD

By offering the student body a mix of **educational and extracurricular activities**, the University of Delaware seeks to create a **community of leaders** with a **greater awareness and deeper understanding** of sustainability-related issues and challenges.

By building a **more engaged community**, the University of Delaware seeks to become a **more sustainable university**.

- ▶ engaging in research opportunities
- ▶ taking individual action
- ▶ enrolling in sustainability coursework
- ▶ attending sustainability-related events at the University

Demonstrate Commitments

Case Study

<https://www.udel.edu/sustainability/>



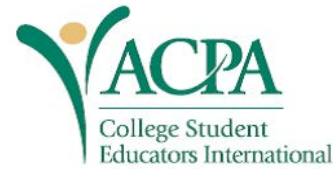
- ▶ Institute for Global Studies - Lifting Up Lives in India's Slums: UD Students Put Hearts & Hands to Work



- ▶ Sustainable Communities - Fostering Healthy Growth of Coastal Economies



Reports from the Field of Student Affairs



Sustainability Student Outcomes

What are your campus stories for meeting outcomes?

How are you overcoming obstacles or resistance to change?

- ▶ Define sustainability
- ▶ Relate sustainability to life and values
- ▶ Change actions and consumerism
- ▶ Explain environmental, economic, and social interrelationships
- ▶ Learn change agent skills
- ▶ Apply sustainability in community
- ▶ Demonstrate personal, professional, and social commitments

Moving Toward an Even More Sustainable Futures

Professional Competency Areas for Student Affairs Practitioners: Rubrics for Professional Development

- ▶ Advising and Helping
- ▶ Assessment, Evaluation, and Research
- ▶ Equity, Diversity, and Inclusion
- ▶ Ethical Professional Practice
- ▶ History, Philosophy, and Values
- ▶ Human and Organizational Resources
- ▶ Law, Policy, and Governance
- ▶ Leadership
- ▶ Personal Foundation
- ▶ Student Learning and Development

PROFESSIONAL COMPETENCY AREAS FOR STUDENT AFFAIRS PRACTITIONERS

Rubrics for
Professional Development

Adapted from the ACPA/NASPA
Competencies in Student Affairs document



Moving Toward an Even More Sustainable Futures

Assessment, Evaluation, and Research (AER)

	Beginner	Intermediate	Advanced
Define Terms and Concepts	Has trouble differentiating among assessment, program review, evaluation, planning and research in methodologies and approach	Utilizes the appropriate assessment, program review, evaluation, planning and research methodology/approach in data collection and review.	Teaches others the differences between assessment, program review, evaluation, planning and research.
Value	May see value in AER, but has difficulty translating into action through active participation, use and practice.	Actively participates in AER activities and effectively uses AER in daily practice.	Creates the climate at the unit level that AER is central to the unit's work and encourages others to use AER in daily practice through training and allocation of resources.
Define Purpose	May need assistance with creating clearly defined AER questions, program or learning outcomes and/or strategic priorities.	Connects outcomes and/or priorities to unit priorities, program/learning outcomes, and goals. Understands how these items connect to overarching institutional goals and values and can explain research question and purpose to others.	Creates a larger framework across the institution to connect AER of unit priorities, program/learning outcomes, and goals to institutional goals and values.

Moving Toward an Even More Sustainable Futures

Student Learning and Development (SLD)

	Beginner	Intermediate	Advanced
Theory Knowledge	Identify and define types of theories (e.g., psychosocial, cognitive, etc.). Articulate theories and models that describe the development of college students.	Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence college student development.	Teaches others the differences between assessment, program review, evaluation, planning and research.
Theory Critique	Identify limitations in existing theories and models. Identify limitations in applying existing theories and models to different demographic groups .	Discuss the strengths and limitations of existing theories in depth.	Analyze and critique prevailing theories.
Theory to Practice	Articulate one's own developmental journey. Identify one's own informal theories of student development and learning. Explore how these "theories---in--- use" can be informed by formal theories to enhance work with students.	Use current research to design programs/courses and services to promote student learning and development. Apply theory---to---practice models to inform individual or unit practices.	Use theory to inform divisional and institutional policy and practice. Use theory to enhance the understanding of student affairs work among internal and external audiences.

Moving Toward an Even More Sustainable Futures

Professional Competency Areas for Student Affairs Practitioners: Rubrics for Professional Development

Think of your campus stories of sustainability.

What would it look like to apply professional competencies in your sustainability efforts?

Which competencies would you draw from?

How could the professional competencies be useful in overcoming obstacles or resistance to change?

PROFESSIONAL COMPETENCY AREAS FOR STUDENT AFFAIRS PRACTITIONERS

Rubrics for
Professional Development

Adapted from the ACPA/NASPA
Competencies in Student Affairs document



ACPA Sustainability Advisory Committee

ACPA / Who We Are / Leadership

<http://www.acpa.nche.edu/sustaincomm>



ACPA SUSTAINABILITY TASK FORCE

Student Learning Outcomes
Assessment Materials Guidebook

EDUCATION FOR SUSTAINABLE DEVELOPMENT

The United Nations declared a Decade of Education for Sustainable Development (2005-2014) to promote the local and global awareness of principles of "sustainable development." ACPA is taking a leading role in a national initiative to help create the U.S. higher education response to the United Nations Decade of Education for Sustainable Development. This document provides the background on education for sustainable development, the role of U.S. higher education, and what individuals, institutions, and ACPA can do to work towards a sustainable, equitable, and vibrant society.

What is Sustainable Development?

From the 1987 Brundtland Commission, the most common definition of sustainable development is "meeting the needs of the present without compromising the ability of future generations to meet their own needs." In 2002, the World Justice Forum, "Reinvented the idea: 'Sustainability is what allows all people on Earth to live well without compromising the quality of life for future generations' and gave this definition the name: Learning to be Sustainable: From a Vision to Action, Springer, 2002, p. 10.

The vision of sustainable development centers around the sustainability and thoughtful creation of economic growth and equity, recognition of natural resources and the natural environment, and equitable social development and social justice. It is often visually represented as follows:

U.S. Responsibility to Sustainable Development

There is no report card for the U.S. higher education to advance for sustainable development. The answer to which U.S. higher education will adopt and embrace the principles of sustainable development may determine the quality of life that our country will see in the decades ahead. Across the world, billions of people seek what we have. As 3% of the world's population, the U.S. has a responsibility to lead.

The Earth's people cannot tolerate billions of people following the path we chose. From an ecological, ethical, and economic perspective, we have no alternative perspective which does not compromise our future. Most U.S. citizens do not have that:

- We are overlooking the leading segment of the planet.
- The environment is changing.
- The environment is changing.
- The U.S. has approximately 3% of the world's population and a commanding 30% of the world's resources.
- We are increasingly reducing income, reducing environmental degradation and social justice care.

ACPA's Presidential Taskforce on Sustainability

Tool Kit for Creating a Better World: Ideas for Campus Activities that Support and Educate About Sustainable Living

A. Visits to Educate about Sustainability

1. Have a picnic picnic at a prominent campus location(s) - show what great work the campus is doing and give out ideas for reducing, reusing, and recycling.
2. Build a community organic garden (plant a seed).
3. Develop a bioethical demonstration, use the first locally.
4. Make paperless forms (handout).
5. Develop library displays.
6. Create a exhibit about the fact/campus sustainability initiative.
7. Post prominent signs or receptors and welcome what campus has already accomplished in pollution reduction, environmental awareness.
8. Create a logo to add to all items that are sustainable - hold a contest for the logo design.
9. Create a series of paper or bulletin boards that can be used to educate about sustainability, recycle/reuse paper and more on different public locations on campus. (See D-23,34)

B. Challenging

1. Fashion Ecoan student club sustainability fashion show.
2. Organize a challenge to go.
3. Invite a lecture/presentation about companies using renewable, solar/water systems in their building and other products and share your campus with other campuses (www.sustainable.com and www.sustainable.com).
4. Work with leadership personnel to promote/advance fair wages and recycling free environments.

C. Involving Many Student Groups

1. Use student activities power from ACPA website (www.acpa.nche.edu).
2. Involve the Phi Theta Kappa Environmental Honor Society.
3. Involve members of other student organizations dedicated to issues of diversity, the environment, business ethics, social justice, community service, etc. (i.e., Alpha Phi Omega Service Fraternity).
4. Connect with HHS and other faith communities (www.2100.org).

D. Engage Into Student/Residential Activities

1. Use student pledge and graduation pledge (<http://www.acpa.nche.edu>).
2. Develop with resources for all campus community members (<http://www.acpa.nche.edu>).
3. Distribute sustainability living guide to all students, full student (<http://www.acpa.nche.edu>).
4. Develop sustainable living program and events (<http://www.acpa.nche.edu>).
5. Develop feedback loop for students living in the residence halls.
6. Develop an overview on sustainable living residential community (<http://www.acpa.nche.edu>).

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Change Agent Abilities Required to Help Create a Sustainable Future

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In order to be a successful sustainability change agent an individual must have the following:

1. Knowledge of the environment, resources, and social issues related to sustainability.
2. A table (matrix) and self-concept to support and guide just the actions of a change agent (social issues, and).
3. Change agent abilities (skills).

Change Agent Abilities:

The following is a listing of change agent abilities compiled from assessment research. The size of the letter indicates how it has been acknowledged at the end of this document.

Change agent skills:

- Analysis
- Creativity
- Teamwork
- Communication
- Persuasion
- Problem Solving
- Leadership
- Adaptability
- Flexibility
- Innovation
- Change Agent
- Change Agent

Other skills:

- Communication skills (writing, speaking, and presenting) and social skills (listening and networking).
- Leadership skills (motivating, inspiring, and presenting).
- Analytical skills (critical thinking, problem-solving, etc.) in the business and social sectors and in the environment.
- Ability to self-organize, self-direct, and self-motivate.
- Ability to work in a team setting, give feedback and networking.
- Ability to work in a team setting.
- Ability to work in a team setting.





Earth Day Webinar!

Student Affairs Stories of Sustainability:
Resources to Engage Students and Remove Silos

Thursday, April 17, 2014 at 1 pm EST

Register at <http://tinyurl.com/EDWebinar>

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